

The BUSINESS EDUCATION World

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

MAR 7 1940

CONTENTS

Relation of the Newer Purposes of Education to Business Education (No. 3 of a series).....	Haynes and Tonne	555
The Story of Shorthand (Continued)	John Robert Gregg	559
Business Education Looks at a Pan-American Conference	Edith E. Pence	561
Offer a Service Instead of Asking for a Job	S. W. Edlund	564
Training Routine for Typists (Continued) ...	Harold H. Smith	567 ✓
They Call It Practice Office	Lawrence E. Bretsch	571
A Railroad Vocabulary Letter.....	Harm and Pauline Harms	576
Making the Bookkeeping Test Functional	I. David Satlow	577
No Middle Ground (Continued)	Kenneth B. Haas	581
Importance of Soils Geography	W. Elmer Ekblaw	585
Economic Geography Series, Edited by Douglas C. Ridgley		
Keep Your Filing Class Alive with Interest ..	Verona C. Jenkins	589
Wondering and Wandering	Louis A. Leslie	593
Personality and Social Skills	Louis P. Thorpe	595
The Value of Business Experience	A Symposium	598
The B. E. W. Annual Project Contest	Briggs and Johnson	604
Self-Test on Shorthand Theory	Leonard Trap	606
A Test on the Sight Draft	Breidenbaugh and Briggs	608
A System for Grading Transcripts	Lillian R. Smith	609
How to Conduct a Radio Shorthand Contest	A. A. Bowle	611
The Medical Secretary (Continued)	Evangeline Markwick	615
A Grading Scale for Typewriting Tests ...	Howard Z. Stewart	619
Motion Pictures for Business Education ..	Lawrence Van Horn	620
What Do You Know About Business Law? R.	Robert Rosenberg	621
Consumer Education News	Ray G. Price	623
The Lamp of Experience	Harriet P. Banker	625
Partners for Profit	William E. Haines	629
Your Professional Reading	Marion M. Lamb	631
I Take My Pen in Hand	Editor's Mailbag	634
Are There Any Questions?	Hamden L. Forkner	635
Shorthand Dictation Material	The Gregg Writer	637

VOL. XX
No. 7
2 a Year

MARCH
1940



For shorthand training, or business use, your students will find the job made easier with an Esterbrook Gregg-Approved Fountain Pen. It assures faster, clearer notes, easier and more accurate transcription. Esterbrook is approved by Gregg teachers and shorthand experts because it is a precision writing instrument.

IT'S THE ECONOMICAL GREGG FOUNTAIN PEN

Even if a mishap should overtake an Esterbrook, you need not face any repair delay. You can immediately duplicate the Gregg-Approved Re-New-Point for only 25c and screw it in the barrel yourself.

Esterbrook Fountain Pens with Gregg-Approved Re-New-Points are sold by the Gregg Publishing Company and all reliable dealers.

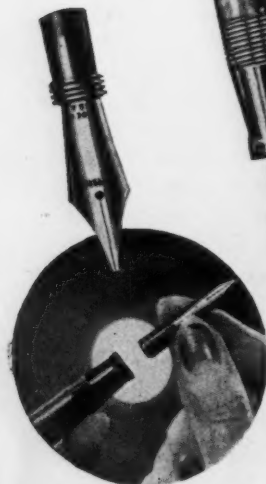
COMPLETE FOUNTAIN PENS

(black or colors) **\$1.00** and up

Gregg-Approved Re-New-Point Complete with feed for Esterbrook Fountain Pen **25c**

THE ESTERBROOK PEN COMPANY
36 Cooper St., Camden, N. J.
or Brown Bros., Ltd., Toronto, Canada

Be sure you get the
Gregg-Approved
Re-New-Point.
Ask for #1553.



Esterbrook
**GREGG-APPROVED
FOUNTAIN PEN**



The **BUSINESS** **EDUCATION** *World*

XX

MARCH, 1940

No. 7

Relation of the Newer Purposes of Education to Business Education

No. 3—Objectives of Economic Efficiency

BENJAMIN R. HAYNES and HERBERT A. TONNE

IN our two preceding articles we discussed the first two of the "Four Purposes of Education"—the objectives of self-realization and the objectives of human relationships—as they relate to business education. Although the importance of these objectives to business education is obvious, it is also evident that other areas of school instruction are as much concerned with these objectives as is business education.

The other two "purposes of education"—the objectives of economic efficiency and the objectives of civic responsibility—are probably more vital and the opportunity for their fulfillment is far greater in business education than in most other "departments" into which school education has formally and rather arbitrarily been divided. This is especially true of the objectives of economic efficiency, in the attainment of which business education occupies a unique position.

The ten subsidiary objectives of the third

purpose of education—Economic Efficiency—are given as follows:¹

Work. The educated producer knows the satisfaction of good workmanship.

Occupational Information. The educated producer understands the requirements and opportunities for various jobs.

Occupational Choice. The educated producer has selected his occupation.

Occupational Efficiency. The educated producer succeeds in his chosen vocation.

Occupational Adjustment. The educated producer maintains and improves his efficiency.

Occupational Appreciation. The educated producer appreciates the social value of his work.

Personal Economics. The educated consumer plans the economics of his own life.

Consumer Judgment. The educated consumer develops standards for guiding his expenditures.

Efficiency in Buying. The educated consumer is an informed and skillful buyer.

Consumer Protection. The educated consumer takes appropriate measures to safeguard his interests.

The purposes of business education could not be better stated than in the list just given. The first seven objectives are concerned with the core purpose of business education: job training—specialized and general—for those who wish to become wage earners and enterprisers in business occupations. Job training usually is consid-

¹ Educational Policies Commission, *The Purpose of Education in American Democracy*. Washington, D. C.: National Education Association of the United States and the American Association of School Administrators, 1938, page 91.

ered to involve promotional or in-service as well as preservice training for office and distributive occupations.

The last three objectives presented are concerned with the other major objective of business education: training in those phases of business that concern all members of society—that is, education for the wise consumption or use of the goods and services that business makes available.

The key objective of business education is to help the student to obtain an initial position and to advance himself in the business occupation of his choice to the extent of his mental and physical ability. Business teachers are vitally concerned with the problems of determining what occupations are available in business, how many new workers are needed in these occupations, what opportunities there are for advancement, what preparation is needed for these occupations, what types of workers are needed, and what the schools are doing and should be doing to meet the occupational opportunities. Unless a person is at least fairly successful vocationally, he cannot do complete justice to himself and to his community in attaining the other objectives of secondary education. This problem of job training has three aspects: general training, general business training, and specialized job instruction.

For a long time, we have been giving specialized job instruction in shorthand, in typewriting, and in bookkeeping; we have given limited instruction in selling; and recently we have attempted to give instruction in office practice. We have been criticized for our limited program of vocational instruction and for our failure to provide training for the many other jobs available in business.

It is a mistake, however, to assume that it is necessary merely to count the number of workers in each occupation and then to calculate the occupational dropouts for each year in order to determine the number of new workers needed. Only as there are large numbers of persons needed in a given occupation each year and only to the extent to which specific training for this occupa-

◆ *About Dr. Haynes:* Professor of business education, University of Tennessee, Knoxville. B.S. in Education, M.A., and Ph.D., New York University. Has been instructor, department head, and principal of various high schools in New York State; taught in Packard Commercial School, New York City. Was professor of commerce and education, University of Southern California, Los Angeles, 1930-1937. Author and co-author of several books, monographs, and articles on business education.

tion is necessary can we hope to give better-than-usual job opportunities to our trainees.

If the percentage of job openings is low and if little or no specific training is required, the employer usually will hire almost any trained person rather than make the effort to look for a specially trained person. For this reason, business subjects, such as shorthand, typewriting, and bookkeeping, are especially good secondary-school job subjects. That is why so many students insist on taking business education in spite of the unscientific efforts of some teachers and school officials to shift the students elsewhere. We need to develop more occupational opportunities, but the "dumping" of students into our less specialized, so-called "job" subjects is not the solution to the problem.

One of the recent tendencies in the attempt to cope with the problem of more adequate job training is the shifting upward of the vocational-training program. In general, this pushing up is a desirable procedure. When it is undertaken arbitrarily, however, it may do more harm than good. If, in the lower levels of secondary-school work, we substitute formal academic courses for the specific job courses instead of developing more worth-while generally practical courses, then we are permitting the program to deteriorate. This substitution of courses makes especially desirable the development of marginal vocational subjects that will be interesting to and worth-while for our students as substitutions for the job subjects that are shifted upward in the program.

The shifting upward of vocational work will not entirely solve our problem. Superficial training in filing, in the use of dupli-

◆ *About Dr. Tonne:* Associate professor of education, department of business education, New York University. Ph.D., New York University. Editor, *Journal of Business Education*. Has held these important positions: editor, *National Business Education Quarterly*; president and yearbook editor of the *Commercial Education Association of New York City and Vicinity*; president, *Gregg Shorthand Teachers Association*; vice-president, *N.E.A. Department of Business Education*. Business experience in New York's financial district. Well known as a writer on business education.

cating machines, or in the work of the receptionist will not give more opportunity for initial job placement, just because our students have not arrived at the age when business is willing to employ them and when our laws permit them to seek this employment.

Job training must be continued until the level of mastery is attained; and, no matter how simple the occupation, considerable time is needed to attain such a degree of efficiency. Moreover, as we indicated above, unless the occupation requires specialized ability, the businessman will not bother to seek for training in those skills that can be acquired on the job as well as, if not better than, in the classroom.

This is the reason why the core of our program of job training for initial employment must be stenographic and book-keeping training. Only as distributive occupations require special abilities for initial employment shall we be justified in setting up elaborate job-training programs in this area. Only as we find that business requires large numbers of office-machine workers and only as we develop well-trained graduates in this field can we assume that job training therein is offered on the proper level and that it is justified.

Business is, and gives evidence of continuing to be, an area of employment in which highly specialized abilities are not usually needed. Yet it is for this reason that the person with sound training in the few business specializations has a special advantage in obtaining that all-important initial job that gives him a foothold in business life. Many workers rapidly graduate from this area of specialization to posi-

tions of higher and less specialized character. The able and ambitious stenographer and bookkeeper who has the general characteristics that business requires of those to whom it gives promotion soon finds that his special ability has served him as a steppingstone to promotion. This policy was true in the past and is still true, notwithstanding that some business-education specialists believe the contrary.

Admittedly, general abilities count highly in obtaining business employment. Therefore, whatever the school can do to develop such abilities will aid the program in business education. What are these abilities and to what extent can they be developed? This will be our topic in the discussion that follows.

Marginal, or general vocational, training can never be a substitute for specific job training. It can, however, be made a valuable supplement. We should do our best to develop further awareness of the fact that job satisfaction can be obtained in most worth-while occupations and that, although the worker should give primary consideration to wages and to working conditions, the social importance of his work also should be evaluated.

We should give our students an awareness of those occupations in which there are great surpluses of workers and those in which there are relative shortages of workers so that they may make wiser occupational choices. We should make them aware of the fact that no person can work alone. The ability to work with one's superiors as well as with one's co-workers is of vital importance. Students should be made aware of the problems of human relationships as influenced and modified by the unionization of industry and, to an increasing extent, of business occupations.

In a considerable measure, these abilities and these understandings of marginal vocational education cannot be taught. No one knows sufficiently well what our present occupational opportunities and requirements are. Even if we did know them, economic conditions change so rapidly that our information would be out of date by the time students were ready to enter employment.

Better studies in this area are needed. The development of an occupational information service within the framework of the Federal Government would help materially. Even more unfortunate is the lack of knowledge on the part of teachers about known facts regarding occupational opportunities and requirements. This inadequacy, however, is remediable.

The occupational mobility of the American people is such that it is difficult and usually impossible to select one's specific occupation. America is still, in a considerable measure, a land of opportunity. This fortunate condition makes us as a people necessarily opportunistic.

The mere fact that we cannot accomplish a great deal in the way of marginal vocational training should not discourage us. Even a small contribution can be of much help. If we can make our school work as joblike as possible, we will be giving a helpful vocational background. If teachers will obtain more adequate and more varied business experience, it will help both the teacher and the student.

As the specific job subjects are shifted upward, we must develop new teaching materials in the marginal vocational business subjects; otherwise, this area in the curriculum will be shifted back to the traditional academic subjects. This would cause grave dissatisfaction on the part of both parents and students.

We must recognize that this so-called marginal vocational education is merely another name for practical and more worthwhile general education. The shifting upward of specific job subjects should not deter us from undertaking marginal vocational training, for all practical education has significant job implications. The practical-arts subjects, both those in business and those in industrial arts, in a considerable measure stimulate the job atmosphere.

The consumer-buyer objectives of economic efficiency will be considered in our next and final article, which will also discuss the objectives of civic responsibility, with which the consumer-buyer objectives are closely related.

THE Central Commercial Teachers' Association will hold its thirty-fifth annual convention in Minneapolis, Minnesota, at the Nicollet Hotel, on Friday and Saturday, April 12 and 13.



E. R. MAETZOLD

Thursday, April 11, will be devoted to private school owners and managers, who will discuss various topics in reference to private commercial schools.

The morning session on Friday, April 12, will provide a general program for both public and private school administrators and teachers, followed by a program and luncheon at noon. In the afternoon there will be various sectional meetings and round-table discussions. The annual banquet and ball are scheduled for Friday evening, April 12.

Dr. John Robert Gregg will speak at the banquet on "Memories of the Early Days of the Central Commercial Teachers' Association," and to the general assembly on Saturday morning on "Hidden (but Important) Factors in Shorthand and Shorthand Instruction."

On Saturday morning there will be further round-table discussions, as well as a general assembly.

Officers of the organization are as follows:
President: E. R. Maetzold, Minneapolis Business College.

Vice-President: Dr. Paul V. Douglas, Iowa State Teachers College.

Second Vice-President: Floyd W. Hancock, Marshalltown (Iowa) High School.

Secretary: Irene M. Kessler, Gates College, Waterloo, Iowa.

Treasurer: Leora Johnson, Cedar Rapids (Iowa) Business College.

THE third annual Indiana State Commerce Clinic will be held April 13 at Indiana State Teachers College, Terre Haute, with F. G. Nichols, of Harvard University, as the guest speaker. Students and alumni of Indiana State will have an opportunity to state their views on business education in a round table discussion, which is to be followed by a discussion led by W. Harmon Wilson of the South-Western Publishing Company. Other speeches will be delivered by Ralph N. Tirey, president of Indiana State, and Herman Boyle, Standard Oil Company executive.

Shepherd Young is in charge of the commercial teacher training department at Indiana State.

The Merging of Two Ideals

The Story of Shorthand—Continued

JOHN ROBERT GREGG, S.C.D.

Copyright, 1940, by John Robert Gregg

3

CONSIDERING the time at which it was published, the alphabet of Dr. Thierry-Mieg's first system was a marvel of ingenuity. It attracted little attention, doubtless because his ideas were so much at variance with those generally accepted in his native land. In this respect he resembled Bordley (1786), Roe (1802), and Oxley (1816), who produced the first systems on the cursive basis in England.

Although the article by M. Lelioux in *The Shorthand News* of Chicago, in 1884, about Thierry-Mieg's efforts to construct an ideal system was one of the determining factors in the formulation of our ideas on shorthand construction, we did not know until a few years ago that he had actually published a system thirty years previously. After examining the alphabet and textbook, we came to the conclusion that Dr. Thierry-Mieg was ahead of his time and that many cursive systems published at a later date have a much inferior arrangement of the characters. If he had been able to free his mind from the impression made upon it by the extraordinary progress of the Pitman system—which from 1842 to 1852 was in its "missionary stage," with Phonographic "festivals" conducted almost like revival meetings, at which speakers indulged in fantastic testimonies, experiences, and predictions about the regeneration of the world through the phonographic "Science"—he might have been able to realize his ambition.

It has been told how the article by M. Lelioux about Thierry-Mieg made such a profound impression on the writer that the somewhat laconic sentence with which the article concluded—"He has adopted the slope of ordinary writing, which will survive, he says, as the most beautiful of all"—was probably the one thing needed to de-

termine the views of the writer as to the correct principles of shorthand construction. This must be our excuse for devoting so much space to the work of Dr. J. J. Thierry-Mieg and the system he produced.

Nearly thirty years were to elapse after the publication of Dr. Thierry-Mieg's system in 1853 before other authors attempted to merge the simple-stroke-for-a-simple-sound idea with the cursive principle.

4

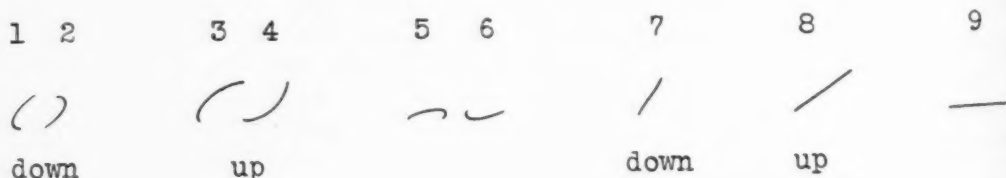
The first author of an English system on the cursive basis in the eighties—which marked the revival of interest in that style of shorthand—was Mr. J. B. Rundell of London, whose system was published in 1883 under the title, *A Short and Easy Way to Write English*. After referring to the success of the German cursive systems, the late George Carl Mares wrote:

But save for the knowledge of the German systems which filtered across the channel no steps were taken, at least in England, to further the study of the one-slope style until the eighteen eighties. In 1882 Mr. T. A. Anderson read before the now defunct Shorthand Society a paper on "The True Theory of Shorthand" in which the claims of the script doctrines were stoutly upheld. This paper attracted a good deal of attention, and in the following year Mr. J. Benjamin Rundell, a studious civil servant with a passion for educational matters, issued a synopsis of a "Short and Easy Way of Writing English," with a similar sheet in French and one in German. . . . He was awarded honors at Exhibitions, etc., for his scheme, but unfortunately he was not able to carry it into full effect before he passed away. . . . In Mr. Rundell's system a downward stroke consonant might be written perpendicularly to add *r* or backward from left to right downward to add *l*. The only point of criticism we have to offer is that the variation in sizes was rather too extensive and the variation in slope naturally destroyed the script basis of the method.

Two years after the appearance of Mr.

Rundell's system, Mr. Mares published a cursive system under the title, *Rational Shorthand*. Although this is the very term twice repeated in the letter of Dr. Thierry-Mieg published two years previously, it is doubtful if Mr. Mares, or any of the other authors of cursive systems published at that period, had seen the alphabet of Thierry-Mieg's system.

It is true that there were strong resemblances in the allocations of the characters to the various consonants in some of these systems to those adopted by Thierry-Mieg, but too much importance should not be attached to such resemblances. Manifestly, there are extremely few single-stroke characters in a system on the cursive basis. To be precise, there are just nine primary characters—exclusive of the circle, hook, and dot—with which to express eighteen or more consonantal sounds. They are:



(1) Downward left curve; (2) downward right curve; (3 and 4) similar curves upward; (5 and 6) horizontal curves; (7) straight line downward; (8) straight line upward; (9) straight horizontal line.

It is true that the number of basic characters may be increased by the use of shading, various lengths, modifications in slope, curvature, etc., but since the most facile of the nine basic or single-stroke characters are usually assigned to the most frequently occurring letters, it is obvious that similar assignments are almost unavoidable.

From this it will be seen that the allocation of the few available single-stroke characters in a system on the cursive basis be-

comes a highly complex problem, compared with which the construction of an alphabet in a system on the geometric basis is comparatively easy.

Incidentally, no one seems to have commented on the fact that one of the reasons for the failure of many of the English systems on the cursive basis is that their authors generally accepted the valuations of the most important signs in the geometric systems they had previously written. Sounds that were represented by a straight line in the geometric system written by an author before attempting to construct a cursive system were usually represented by straight lines in the system he constructed; and sounds represented by curves in the geometric system previously written were usually given curve forms in the cursive system. For example, it will be found that authors who had written Taylor's or Pitman's Shorthand before

adopting the cursive theory were inclined to represent *t* and *d* by a straight down stroke (on the longhand slope) because these letters were expressed in Pitman's Shorthand by a straight vertical downstroke; while those who had written a Duployan system were inclined to represent *t* and *d* by a horizontal stroke because that form was used to express these letters in Duployé. In Pitman, Duployé, and in nearly all other geometric systems, the letters *n* and *m* are expressed by curves, and this plan was followed by most of the authors who had previously written such systems before attempting to construct a cursive system. Other interesting illustrations of this tendency could be cited.

(To be continued)

National Clerical Ability Tests for 1940

Sponsored by the National Council of Business Education and the National Office Management Association. Will be given May 16, 17, 18. Vocational tests for bookkeeping, stenographic, typing, machine transcribing, filing, and machine calculating positions. For new bulletin about these tests address: Joint Committee on Tests, 16 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.



Business Education Looks At A Pan-American Conference

EDITH E. PENCE

THE conference that took place in Lima, Peru, in December, 1938, was of vital consequence to the countries of the western hemisphere, and its effects should be felt increasingly both in this hemisphere and in other parts of the world as the plans formulated at the conference are carried out. At this Eighth International Conference of American States the representatives of the twenty-one republics of the Pan-American group bent their efforts toward improving the machinery for solving peacefully the problems that concern the American republics and toward bringing nearer to a solution many of the actual problems relating to the welfare of individual nations and to the group of nations.

In the invitation to the conference, extended by the Honorable Carlos Concha, Minister of Foreign Relations of Peru, to the representatives of the governments of all the American republics, Señor Concha indicated that the conference would be concerned with measures to guarantee peaceful living in the western hemisphere and with the study of important questions of a political, juridical, and economic nature of immediate concern to the countries affected by the conference.

The foregoing statements give some idea of the significance and the extent of the program with which the conference dealt. In fact, there were at stake in this program issues that American civilization holds most vital—the economic welfare of the American peoples, the security of democracy, and the peace of the western hemisphere, possibly affecting the ultimate peace of the world. These issues could not be

considered separately, for they are interdependent and are involved in the many and varied problems considered during the conference. Economic welfare cannot be provided for by the solution of various individual problems if it is not attended by guarantees of peace. The security of democracy as the form of government for the western hemisphere depends largely upon the ultimate success of democracy in the Latin American republics, and this success depends upon important economic and educational adjustments and upon continental solidarity. If peaceful living is to be guaranteed, there must be satisfactory adjustment of the political, juridical, and economic questions that affect that peaceful living, as was indicated by Señor Concha.

As a means of achieving the objective of improving the machinery for the peaceful solution of problems between the American nations, the conference adopted unanimously the Lima Declaration and the Declaration of American Principles, establishing thereby the principles of continental solidarity and of settlement of all problems by consultation and not by force.

A clause from the Declaration of American Principles sets forth clearly the

◆ *About Edith Pence:* Director of curriculum, San Francisco Public Schools. Has been president of three professional organizations and has published a great number of articles in magazines and yearbooks. Two degrees from the University of California; further study in the University of Mexico; the Sorbonne, Paris; and Instituto de Estudios Historicos, Madrid, Spain. Attended Lima Conference in 1938 as member of Committee on Cultural Relations. Attended also, at the invitation of Secretary of State Hull, the Conference on Inter-American Relations, in Washington, in November, 1939.

guiding ideal: "Each State is interested in the preservation of world order under law, in peace with justice, and in the social and economic welfare of mankind." The determination to achieve these goals by peaceful means is emphasized in another clause, affirming: "The use of force as an instrument of national or international policy is proscribed."

In considering the many problems that must be solved if there is to be "world order under law," "peace with justice," and "social and economic welfare," the conference dealt with an extensive but practical program of subjects relating to problems of international law; to economic problems of trade, finance, travel and communication facilities, immigration, living and working conditions; and to the whole field of cultural relations among the peoples of the American nations. Some of these problems were brought to a final solution.

For the most part, the conference set in motion a program of study and negotiations that, carried out by specialists of the different nations, qualified to deal with the various problems in hand, should result in the gradual solution of these problems and in the establishing of procedures for continuous co-operation in dealing with matters of common concern to the nations.

To set forth those phases of the inter-American negotiations that are of particular interest to the business world would require not only a discussion of the significant economic problems before the conference but also, because of the interdependence of the various matters under consideration, a presentation of the questions that are listed as juridical, political, and cultural.

Probably the most helpful material that can be set forth briefly here is a list of the subjects that are now under consideration by the various national and international committees and by the Pan-American Union as the co-ordinating body, subjects in which teachers and students of business subjects would do well to interest themselves. There is not space here to indicate in all cases the relation to business education of the items listed, but the alert American business educators of today will understand

the underlying relationships without direct reference thereto.

It was clearly recognized that education must play a part in achieving the desired results. Therefore, some of the resolutions of the Lima conference specifically indicated that educational institutions and organizations would be called upon to participate in the study and solution of certain problems.

Business education is undoubtedly interested in the projects that are under way as a result of the Lima conference. The objectives of these projects are:

1. To establish an Inter-American Institute of Economics and Finance to promote co-operation among the American republics in virtually every field of economic and financial endeavor.
2. To provide for an interchange of economic and financial information among the American republics in order to strengthen their respective financial and economic systems; to strengthen the bonds uniting these republics; and to promote reciprocal understanding of the needs, customs, and progress (including legislative and administrative measures) in the economic and financial life of each country.
3. To provide for the liberalization of inter-American commerce and for economic nonaggression.
4. To reduce the restrictions on international trade to a set of reasonable tariffs.
5. To insert arbitration provisions in commercial treaties between the American republics in order to safeguard and to further the friendly business relations resulting from such treaties.
6. To provide for the codification of international law on this continent.
7. To provide for the unification of at least some part of the civil and commercial legislation of the different countries of America in order to harmonize certain phases of the two great juridical systems of this hemisphere, the Saxon and the Latin.
8. To determine the principles that shall prevail in questions relating to the settlement of international pecuniary claims.
9. To prepare measures for the protection

of intellectual property (an inter-American copyright system).

10. To encourage maritime communication between the American countries by modification of port dues, improvement of port facilities, and provision for greater and more satisfactory interchange of information concerning facilities, movements of vessels, etc.

11. To complete the international highway system between the Pan-American republics, thus facilitating trade and travel.

12. To facilitate air traffic between the American republics and to promote commercial aviation.

13. To improve facilities for radio communication on the American continents and to provide for comprehensive use of such facilities.

14. To develop tourist travel between the American countries by improving facilities and by reducing requirements that act as a barrier to international travel. (Development and handling of tourist travel is an important branch of business.)

15. To promote inter-American cultural relations through: (a) interchange of graduate students and professors of the universities; (b) interchange between libraries, including sending to the national library of each other country the works published by each government or those to which the government has acquired the rights; (c) development of vacation courses for teachers and students of other countries; (d) the extensive learning of the languages of the American republics—Spanish, Portuguese, English, and French; and (e) the promotion of travel, etc.

These numerous projects and matters relating to many other problems are now the subject of study and negotiation by committees within the various countries, international committees of specialists, and committees of the Pan-American Union. Developments are already taking place along some of the lines indicated. In one way or another these developments will affect the world of business. Business educators should, therefore, be aware of the progress that is being made in inter-American relations, for they may find that there are oppor-

tunities for participation by themselves and their students in the studies that are being made and in the application of the results of such studies.

EXTENSIVE plans are now under way for the annual convention of the Department of Business Education of the National Education Association, which will be held in Milwaukee, Wisconsin, June 30 to July 1.

Miss Lenys Anna Laughton, head of the commerce department of the Vocational School, Milwaukee, is director of local arrangements for the convention. The New Pfister Hotel will be the official headquarters for the meetings and activities of the Department. Requests for room reservations at the New Pfister Hotel should be sent at an early date to Alvin J. Monroe, manager of the Milwaukee Convention Bureau, 611 Broadway, Milwaukee, Wisconsin.

The Department's membership has gained substantially during the first half of the year. It is expected that the total will reach 5,000.

THE commerce department at Indiana State Teachers College, Terre Haute, has moved into its new quarters in the entire second floor of the new \$364,000 Fine Arts and Commerce Building.



The commerce classrooms resemble offices as nearly as possible. The department now has a penmanship room, a typewriting room, a laboratory, general classrooms, a bookkeeping room, a dictation room, faculty offices, and an office-machine room which houses the \$15,000 collection of office machinery which is the department's pride.

The College is staging the biggest celebration in its history on March 15-17, when the Fine Arts and Commerce Building and Student Union Building and Auditorium will be dedicated. The seventieth anniversary of the College's founding will be marked as well as the completion of a \$3,000,000 building program. The program includes an address by Mrs. Franklin D. Roosevelt and a concert by Rose Bampton, Metropolitan Opera star.



Pick Your Job and Land It!

Step 7. Offer a Service

Instead of Asking for a Job

SIDNEY W. EDLUND

EDITOR'S NOTE—Mr. Edlund has received inquiries from many business schools, high schools, and colleges that have felt the need of a Man Marketing Clinic to help their students bridge the gap between school and business.¹

In Buffalo, Bryant H. Prentice, Jr., of the Bryant and Stratton Business Institute, gained the co-operation of the Y.M.C.A. in sponsoring the Buffalo Man Marketing Clinic, which meets one evening a week at the Downtown Y.M.C.A. Like the parent organization in New York, the Buffalo Clinic makes no charge of any kind. Already it reports a good measure of success in helping its members to land the jobs they want.

Fordham University, in New York City, and the University of Oklahoma have established Man Marketing Clinics for their students and graduates.

Mr. Edlund is glad to co-operate with groups that wish to sponsor Man Marketing Clinics. Inquiries may be addressed to him in care of the BUSINESS EDUCATION WORLD.

THERE are a number of selling principles that will serve you well in all the stages of your job campaign. Whether you are working up a letter to develop leads, answering a want ad, planning an interview, or following up a good lead, the same principles will apply. The most important principle is to offer a service instead of asking for a job.

Your chief interest may be getting a job. But put yourself on the other side of the desk. What is the employer interested in? He is interested in finding someone to handle a piece of work, and to handle it so capably that he can make a profit on the salary he is paying. He is looking for someone who will render him a service.

¹ *Pick Your Job—And Land It!* by S. W. Edlund and M. G. Edlund, Prentice-Hall, Inc., New York, 1939.

No, keep your seat—still on the employer's side of the desk. Suppose you are looking for a stenographer. Suppose, in scanning the "position-wanted" ads in your Sunday paper, you have found this one:

GRADUATE of High School Business Course wants position as Stenographer, typist, office work. Consider anything. Box R 72.

Then suppose you found this one (which I found in the *Cleveland Plaindealer*):

STENOGRAPHER: GRADUATED WITH HIGHEST HONORS IN SCHOOL'S HISTORY, MEMBER NATIONAL HONOR SOCIETY, AWARDED GREGG MEDAL FOR DICTATION SPEED, 140; TYPING, 60; HAVE HAD EXPERIENCE IN GENERAL CLERICAL WORK DURING SCHOOL VACATIONS; BEST REFERENCES FURNISHED FROM FORMER EMPLOYER HILLTOP 731.

Which stenographer would *you* call in?

The first girl is asking for a job—any kind of job. The second is offering a service.

In this most important principle are bound up other principles. If you offer a real service, you will *appeal to the self-interest of your prospect*.

For example, Madge Sterling had just graduated from high school. She decided that her most outstanding aptitude was for clothes. She thought she would like to be a department-store buyer. But, of course, she would have to start behind the counter. She haunted agencies; she called on store employment offices; she watched the papers. There were few openings and they were always filled with experienced girls. One day Madge found this ad:

MILLINERY SALESLADY: Only experienced saleswomen need apply. Write Box S 62.

Again that stumbling-block of experience! Madge decided that her only chance of overcoming this handicap was to offer much more than the average applicant. So she worked out this letter:

Since I read your advertisement an hour ago, I've been planning how we can get my friends coming into your store for their hats. I graduated from the high school in June—was vice-president of my class and president of the Girls' Club. I know all the younger set, what kind of "softies" make a hit with them, and just which girls can start a new style.

I've always had a flair for clothes. When my friends have a big date they often ask me about the finishing touches. I have just helped two of my mother's friends with their wardrobes for a cruise, and they say I have taken ten years off their looks.

I should like very much to talk with you about developing the juvenile business.

Madge got the job although several applicants offered long experience. Even more, the owner of the business saw the value of some of her ideas. After she had proved that she really knew the juvenile market, he opened up a separate "hat bar," with Madge in full charge.

It is easier to appeal to the self-interest of your prospect if you show an interest in his business and his problems.

It is within the power of each of you to find out something about the business and the products of each of your good prospects. You can show an intelligent interest in the type of work for which you are being considered.

A young man answered an ad for a position to tabulate statistics. In his interview he told about his fine school record in mathematics and his great desire to get the job. But he was turned down because he had never operated the tabulating machine that was to be used in making the study.

When he talked over the matter with me after the interview I made two suggestions: first, that he visit the company that manufactured the tabulating machine, see the machine in operation, and get an idea of how long it would take him to master it; second, that he try to get another interview and inquire the nature and purpose of the

survey to be tabulated. On his second call he was able to direct the talk to the survey in question. He showed so much intelligence and so much quickness in grasping the problems that the employer readily believed him when he said he would have the operation of the machine mastered before the preliminary work was done.

He got the job.

One member of the Man Marketing Clinic, who got the job he wanted, put it this way:

"You taught me that behind all those glass doors sits a *man*. He may be tall or short; light or dark; old or young; he may come from Groton or the Gas House; he may be the busiest man in New York and the brightest, or he may not—but one thing you can count on is his self-interest. He wants more of something than he already has—usually money.

"By demonstrating by my approach to him that I was not of the crowd that beat on his door begging for jobs, but came to him as one to whom it would profit him to talk, as one who could possibly make more money for him, I hit the right chord—to the astounding tune of seven offers of jobs."

Most of us are in a position to offer a real service in some line. We must search our aptitudes, our training, and our preferences for the lines in which we can honestly offer a service. We must search our records for evidence that we can do a good job. We must first convince ourselves that we have something genuine to offer, and our own conviction will help to convince the employer. Thus we come to another principle: *Be specific about what you want to do, about your qualifications, about your results.*

Those with little or no experience are likely to shoot for several kinds of jobs at once. I have seen a letter asking for a job as a bookkeeper, a salesman, or a delivery boy. Recently I saw this ad under "Positions Wanted":

MAN, 34, Christian, clerical, factory, anything.
S 631 Herald Tribune.

Such approaches are not likely to receive

serious consideration because they are not specific. On the other hand, I have frequently known employers to consider men for jobs other than those for which they applied. It is an odd fact that if you apply for a specific type of job and do a good selling job in your application for it, employers will consider you for related work, too. But if you scatter your effort by going after several types of jobs, these same employers may pass you by. It is probably the old idea of a "Jack-of-all-trades and master of none."

The experiences of the thousands who have attended the Man Marketing Clinics make it clear that most people will land jobs more quickly, and often better jobs, too, by going after one kind of work. The kind of work may vary with each firm you approach; but, in each contact, stress just one kind of job.

Let me quote a letter from a Clinic member who has found his job:

My experience was elastic enough to enable me to apply for almost any kind of white-collar job, which I proceeded to do—with the net result that I discovered I was not quite tall enough for this particular position; or that I was too old, too young, too light, too dark, over-educated, or inexperienced. . . . when I learned to strike straight for one job, to make all my experience lead inevitably to that one job, and not to clutter my story with a lot of details that my prospect had no use for; when I learned to tell him just how he could use my experience to advantage—I found I was just the right size, age, coloring, and that my education and experience just answered his unuttered prayer.

It is equally important to be specific about your qualifications for the job you are seeking and the results you have achieved in any former jobs or in your school preparation. One member of the Man Marketing Clinic was not convinced of this point. To get leads, he had used a letter that had pulled fairly well, despite its generalizations. So he hesitated to take the Clinic suggestion to include specific evidence of his qualifications. He finally decided, however, to try both a general and a specific letter—and the specific letter received considerably more interviews than the general one.

Let's see how you can be specific about

your qualifications. Instead of saying, "I stood high in my class," you can say, "I stood tenth in my class of 135."

Instead of saying, "I am a fast and accurate worker," you can say, "Even at a dictation speed of 115 words a minute and a copying speed of 45, I seldom have an erasure." Or, "I was usually one of the first in the class to get my trial balance."

Instead of claiming that you have a good personality and get on well with people, you can tell of honors or offices to which your fellow students elected you.

Analyze the qualifications necessary for the job you want. Then comb your memory for specific evidence of those qualifications in your school record, outside activities, in part-time or vacation jobs, or in volunteer work.

If you are specific about what you want, about your qualifications, about your results, if you appeal to the self-interest of your prospect, you will be offering a service instead of just asking for a job. This distinction can color your every contact.

If you are really convinced that you are offering a service, you will not be bothered so much by shyness. In your eagerness to show the employer where you can be of service to him, you will elevate your interview above the usual question-and-answer inquest. Your interviews will be fun. You will not be discouraged by a "no," for you will be eager to push on to find the place where you can be of most value.



LYLE S. HIATT has joined the faculty of Mary Washington College, Fredericksburg, Virginia, as an instructor in the commercial department, succeeding Tom Pitts, who resigned because of ill health. Mary Washington College now has ten full-time commercial instructors.

Mr. Hiatt is a graduate of the University of Florida, attended the Georgetown University Law School, and was awarded an exchange-ship to the University of Buenos Aires. He has taught at the Junior College in West Palm Beach and at Washington Preparatory School. His many years of experience in business include auditing and office management in several large industrial concerns.

He is a member of Delta Sigma Pi and Alpha Phi Epsilon honorary fraternities.



Training Routine for Typists

No. 3 — Skill in Typing Letters

HAROLD H. SMITH

THE previous sections in this series of articles on a training routine for typists dealt with the introductory work and with the development of basic skill as originated through short, intensive efforts and as sustained for periods up to 15, 20, or 30 minutes in length.

Let us now consider the training routine needed to learn how to use this sustained, basic skill in the most common of all the practical applications of typewriting—the writing of personal and business letters.

Information Needed by the Student

Before the student can learn to type letters or any other kind of practical business and personal matter, he obviously needs a certain amount of *basic information*. He must know what constitutes acceptable form with respect to:

1. Artistic arrangement—page placement.
2. English style, including:
 - a. The principal parts of a letter.
 - b. Good letter-writing practice (which may be deferred).
 - c. Paragraphing (which may be deferred).
 - d. Good sentence structure.
 - e. Spelling, capitalization, and word division.
 - f. Punctuation.
3. Typewritten arrangement—block, indented, semiblock, interoffice, personal, and perhaps such variations and special arrangements as the extreme block and the hanging indentation.
4. Envelope styles.
5. Carbon copies.

The student, during this stage of his training, should be told about the widespread differences of opinion with respect to:

1. Variations in standard form, due to the flexibility of this particular form of written expression.
2. Erasing—when and where necessary or permissible; various ways of making corrections on originals and carbon copies.

If the student is to use the typewriter intelligently, he must acquire as rapidly as possible such *incidental information* as:

1. Why each paper that he types is necessary and how it is produced and used by the various persons who handle it.
2. How to perform correctly the operations connected with each original and carbon copy—including folding, making enclosures, noting initials on carbon copies, and routing the copies around an office or to a correspondent in another office.

Typing teachers who maintain that their job is solely to teach the mechanical phases of typing skill will raise the objection that some of the items in the foregoing list should be placed in the office-practice course. True, many of these items may be treated in the office-practice or secretarial-practice classes, but it is difficult to draw the line between mentioning or not mentioning them in the typing class.

When "Enc.," for example, appears below the identification initials in a letter in the typing text, the typing teacher must assume the responsibility of making sure that the student knows what the abbreviation means and why it is typed in that position. There is no educational justification for permitting or forcing a student to type something he does not understand. Because it is meaningless, it will be uninteresting. Because it is uninteresting, it will be forgotten. What good is accomplished by practicing it? Shall we invite the flood

of pent-up criticism that always awaits our confession that we are training robots?

Especially does the student deserve training in the efficient operation of every device on the particular machine he is using if such training will help him turn out more and better letters.

No reference has been made here to the essential *attitudes* that the typist must acquire. Reference to these attitudes will be made first in the information-giving phases of the training routine, but they can be acquired only as they are practiced in the skill- and production-training phases.

The Training Program for Practical Skills

In the early days of typing instruction, both basic and practical skills were developed mainly by practice in typing letters, and little time was spent in supplying the students with information that would make them intelligent office workers.

Today, the teacher is forced to choose the most important information and dispense it in the way that best meets the needs of the individual student. This requires careful organization of the course in order that relevant information, in not too large amounts, may be offered simultaneously with the material being typed. This is precisely why the typing teacher must be very careful about taking liberties with the typing text used in his classroom. To feel free to adapt a text to the particular needs of a student or of a class is flattering to the teacher's ego; but the teacher who starts such adaptation should be careful to check off the items he teaches against a complete list of things to be taught or he will omit many essentials, as a result, and only half train his students.

By far the most important part of the course is the training program for perfecting such practical skills as letter writing, manuscript work, tabulating, etc. Not only must each form and type of work be understood, but the training program must develop also the power to turn out in quantity a wide variety of forms and styles of work—all possessing acceptable *quality*.

Following the information-giving step, therefore, must come intensive and sustained

practice on *each* practical form; and, following that step, must come intelligent practice in the production of practical, meaningful, useful typing work.

Here the teacher must function as a coach, wary lest his zeal for giving information lead him to trespass upon the time needed for training in practical skills and watchful that the practice is really developing practical skills.

As with all learning concerned with speeding up mental and physical responses, emphasis must be upon intensive practice, intelligently directed. The teacher who does not know from firsthand experience just how fast a given practical job can be typed might better err, if err he must, on the side of too much intensive practice rather than on the side of too much information-giving. Underemphasis on intensive practice is bound to cause the student's capacity for quantity work to suffer severely.

Furthermore, speed and fluency, which affect quantity production, must be emphasized at least as much as accuracy, which affects quality. Hundreds, perhaps thousands, of teachers still make the mistake that was characteristic of our traditional methodology of overemphasizing quality. Only two devices are needed to correct this situation: (1) a watch for timing and (2) a suitable recording device on which the student can record his achievement in meaningful terms of speed and accuracy as a mark to be surpassed as soon as possible.

If the textbook sets forth definite speed and accuracy standards to be attained on practical work, an attempt should be made to discover how the author determined such standards. In all texts that I have helped to produce, the basis for such standards is what the poorest passing student should be able to accomplish at that particular point in the course. This means that at least 95 per cent of the average class should be able to surpass the achievement standards stated in the text.

For example, a student who can type 40 gross words a minute with not more than .5 errors a minute for 15 minutes on simple paragraph matter should be able to type

a simple but complete business letter at 10 words a minute after two repetitions.

In order to *master* the motions needed to arrange and type such a letter in a particular form, however, he will have to type that letter over a number of times. If he types each letter only once or twice in succession without pressing for facility, he will be inclined to dawdle physically and mentally over the different combinations, placement problems, and line lengths in the inside address, body of the letter, and closing of each new letter.

On the other hand, if he continues to type the same letter, he will "get the hang" of every portion of it; he will speed up unconsciously at least some of the operations. In this repetition practice, he can be stimulated and helped by a competent teacher-coach to use sufficient pressure to type the letter at a speed of from 25 to 30 words a minute and with a mailable result.

We strongly recommend that erasing be introduced on all such repetitive work. If timing or other pressure is exerted upon the student, there will be no need of haranguing about the evils of erasing. He will not be violating obviously artificial standards set up by the teacher. In stopping to erase errors, he will be *penalizing himself* valuable seconds and he will learn voluntarily the right way to type in order to avoid making unnecessary errors—the way he must learn if he is to succeed in the end.

The Best Ways to Give Information

Dr. Henry C. Morrison has presented a comprehensive analysis of the different teaching-learning techniques. Adapting his teaching-learning "types" to our problem of giving information, we may say:

That where the information to be given is analytical, such as explaining the principal parts of the letter, discussing grammar, or applying the principles of artistic arrangement of matter on the page, the *science* type of presentation should be followed.

If the problem is one of ascertaining or bringing out the meaning of a sentence, as in deciphering rough draft or unpunctuated

matter, then the *language-arts* type of teaching is called for.

The criticism of any piece of work from the standpoint of its artistry or the impression conveyed by its message calls for some application of the principles of the *appreciation* type of teaching.

To some extent in all learning of practical and special forms and to a great extent in all job training, it is necessary to use the *practical-arts* type of teaching.

The Best Way to Develop Practical Skills

In the development of practical skill, as in the development of basic skill, the teacher must depend upon the *pure-practice* type of teaching and learning. Space does not permit us to enlarge upon the five teaching-learning types as applied to this phase of typing. As the pure-practice type dominates the teaching of typewriting and as many teachers need to understand more clearly how to use its technique, we shall consider this particular type a little further.

There are two subtypes of pure-practice learning: Morrison calls them *neuromuscular* and *automatic response to ideational or sensory stimuli*. Basic typing skill and skill in turning out many original copies of any given letter or business form are illustrative of the neuromuscular type. Skill in punctuating and arranging ordinary unarranged or rough-draft matter and in transcribing letters and other practical papers belong to the second subtype. We are principally concerned here with the first subtype.

Morrison summarizes the technique of handling the first subtype as:

... a process of making the learner aware of the goal, of enabling him to check and understand his progress, and of making him aware of inhibiting circumstances. Otherwise, the learner is left alone.

The "goal" in learning of the second subtype is different. It has *meaning* and, in the case of developing skill in spelling for use in transcription or in typing material that needs correction, the learning process is often based on "visual, vocal, auditory," and typing motion-pattern images.

Thus, in "making the learner aware of the goal" in the first subtype, it is only necessary to *get his attention* and to *demonstrate vividly* just what he is to do; but in the second subtype, the teacher must be sure that the "visual, vocal, auditory," and typing motion-pattern images that will inevitably accompany the perception of the goal in the student's mind are correct images. Their meaning must be clear to the student *before* he takes the next learning step—*intensive repetition*.

In both subtypes the student must start with a vivid perception of what he is to try to accomplish; in both he must depend upon intensive repetition as the means of perfecting motion patterns and their accompanying, controlling mental patterns.

We may now proceed to plan a typical period devoted to developing skill in typing a particular letter.

(To be continued)

THE central theme of the annual alumni reunion of Rider College, which was held January 26 to 28, inclusive, was the commemoration of the seventy-fifth anniversary of the founding of the college. The program was arranged by Augustus L. Harbout, '05, president of the Alumni Association, who was ably assisted by several large committees.

The Alumni Achievement Award for 1940 was presented to Charles J. Strahan, '97, assistant commissioner of education of New Jersey.

The educational institution now known as Rider College represents the merger of three distinct business-training institutions in Trenton, the first of which was established in 1865.

The first classes in the school's own building (now the main building) were held in January, 1921. At this time the name of the school was changed from the Rider-Moore and Stewart School of Business to Rider College, and the new name was recorded in the office of the Secretary of the State of New Jersey.

The Library Building was added to the plant in 1934 and the Science Laboratories in 1937. In 1938 the Rider Alumni Association purchased ground for an athletic field, a stadium, and the erection of additional buildings. The building for the Demonstration School and the School of Business was completed on this property and opened for classes at the beginning of the 1938 fall term.

Rider College is a nonprofit, endowed, co-educational institution, operated by a board of

trustees. The college is authorized to grant Bachelor of Science degrees in commercial education, accountancy, finance, secretarial science, business administration, and journalism.

The story of Rider College is the story of its founders, Andrew J. Rider, Thomas J. Stewart, Franklin B. Moore, and John Edward Gill, whose heritage of high ideals and standards has been transmitted to the body of educators and business men and women entrusted with the administration of the college today.

THE eighth International Commercial Schools Contest will be held at the Hotel Sherman, Chicago, on June 20 and 21. For full information, contest rules, and official entry blanks, write to W. C. Maxwell, manager of the contest, Hinsdale High School, Hinsdale, Illinois.

The championship tests will be divided into three divisions: secondary schools (including junior and senior public, parochial, and private); business colleges; and accredited colleges and universities.

Tests will be given in the following subjects: shorthand (four dictation speeds); type-writing (letter writing, tabulation, straight copy); bookkeeping; machine calculation; dictating-machine transcription.

Contestants will be classified according to the length of time they have studied the various subjects; and tests will be offered in novice, amateur, and open classifications.

The official 1940 World's Amateur and Novice Typewriting Contests will be held in conjunction with this contest.

The executive committee consists of Dr. D. C. Beighey, Western Illinois Teachers College, Macomb; Helen Hartman, Jos. T. Ryerson & Son, Chicago; Lillian Murray, East Peoria (Illinois) High School; and Mrs. Marion F. Tedens, Board of Education, Chicago. Professor George R. Tilford, in charge of commercial teacher training at Syracuse University, is chairman of the advisory board.

THE first issue of *Balta*, official bulletin of the Accounting and Law Teachers Association of New York, was published in January, 1940. Joseph Sternbach, of Theodore Roosevelt High School, is editor. *Balta* is produced by the offset process and is illustrated.

The contents of No. 1, Vol. 1, include such helpful features as an integrated bookkeeping and business-practice lesson, a list of thought-provoking issues in education, a drill exercise for classroom use, a description of journal charts constructed of plywood, discussion of recent state legislation, and references to outstanding articles in professional publications.

The BUSINESS EDUCATION WORLD extends congratulations to *Balta's* editors and the sponsoring organization.



They Call It Practice Office

LAWRENCE
E.
BRETSCH

THEY call it "Practice Office," and they mean it. Both teachers and students have labeled the office-practice laboratory plan at the Palmyra (New Jersey) High School that way; and, in truth, it is a practice office, for there the pupils enrolled in the office-practice course of the commercial curriculum get their practice.

Practice Office is a laboratory plan, in conjunction with the regular course. It differs widely from many laboratory plans, however, in that each pupil spends at least twelve full days a year in the practice office, rather than several periods. On these days he is excused from all his regular classes. He reports at 8:30 and works until 4 o'clock, although school opens at 9 and closes at 3:15 p.m.¹

How the Plan Operates

Three students are scheduled daily for the practice office. One student is in charge. He assigns the work for the day; issues necessary materials; checks all the work; sees that it is completed on time; and, in general, acts for the manager (the teacher). Each student has an opportunity to take charge of the office sometime during the year.

Another pupil is scheduled to operate the school switchboard, which is of the monitor-button type, with an outside trunk line and eight extensions within the school system. This pupil, in addition to his work at the board, does typing, filing, and record checking of a nature that can be dropped easily when calls come in.

The schedule is so arranged that each pupil spends one day on the switchboard and

two in the practice office proper. After the first half year, pupils who have shown little interest or adaptation for the switchboard work may drop it in favor of more time in the practice office. Few pupils drop it, however, for they realize that the ability to take over the switchboard in an office during the regular operator's luncheon period may clinch a job for them.

Before the adoption of our present rotation plan, pupils reported to the office-machines room during free periods and did as much work as they could. Very little actual practice was possible, however. Now the greater part of the work done is for the actual use of some teacher, department, or group.

Types of Work Done

Work done in the practice office may be divided into several classifications, as follows:

Typing. Typing work may vary from typing one sheet with no carbon to fifty or sixty sheets with several carbons. The largest typing job handled consisted of 2,400 three-by-five cards listing in triplicate the entire enrollment of the school.

Duplicating. The school is equipped with a Mimeograph, a liquid Ditto duplicator, and a Standard Duplicator. Work on these machines varies from 10 copies on the Ditto to 250 copies of an eighty-page book. (Two

◆ *About Lawrence Bretsch:* Teacher in charge of shorthand and office practice, Palmyra (New Jersey) High School. Degrees from Syracuse University and New York State College for Teachers. Has held office in two professional organizations. Author of series of typewriting rating scales. Has done dramatic work; coached, directed, and participated in radio programs; worked in newspaper offices and in wholesale and retail concerns. Hobbies: fishing and boats; being busy, starting something new and different.

¹ See comment on page 574.

such books were completed last year.) Duplicating is done on eight colors of paper, with eight colors of Mimeograph ink and three colors of Ditto ink.

Virtually all the school programs and announcements are printed in this office, and more than 1,600 stencils were cut during one school year.

Filing. Filing includes plain filing and many of its allied duties, such as indexing, coding, and the alphabetizing and typing of lists of names.

Calculating. Actual calculating work includes the figuring of averages of grades for teachers. If the teacher does not care to put students' grades into the hands of other students, the names are coded, as No. 1, No. 2, etc. A bookkeeping machine, an adding machine, and other calculators are used in this group.

Telephone Usage. One of the main extensions of the school switchboard is to the practice office. This extension is used mainly for the location of persons about the building, such calls being routed to the practice office. A single call form (Form 1) is delivered to members of the faculty in person. Call forms for pupils are delivered to the home-room teacher.

Dictation. Of the three students in the practice office on any day, at least one has had, or is enrolled in, Shorthand II. Teachers may send to the practice office at any time for a secretary, who will go to the teacher's room, take the dictation, transcribe it, and deliver it.

Main Office Work. One student in the group of three is also on call for work in the main school office, to assist the paid secretaries to the principals.

Supervision

Because the teacher-manager of the practice office has four other classes in an eight-period day, all of them outside the practice office, the responsibility is placed firmly on the shoulders of those on duty for the day, particularly on the pupil in charge. The manager believes, however, that pupils will never learn responsibility unless it is given to them, preferably in gradually increasing loads. As a result, pupils often do better

work alone and are more conscientious about it than if they were closely supervised, for close supervision seems to give them the feeling that they are only "stooges," doing the work for no credit.

Record Forms

Because of the impossibility of providing direct supervision for at least half the day, and because some of the work is sent to the practice office to be completed within one period, when the manager is not there, the job sheet (Form 2a and 2b) is used. This job sheet is much like those used for routing work in garages and manufacturing plants. Teachers fill out the sheet, clip it to the work they wish done, and place it in the inter-school mail or send it direct to the office.

On the back of the sheet is a place for the signature of the student who does the work. The teacher who ordered the work must also sign when the work is delivered, indicating the quality and the time of delivery.

A job-number master sheet (Form 3) is also kept by the student in charge for the day. This master sheet shows the manager at a glance the amount of work in progress, the amount yet to be done, and the work already completed for the day. By sorting the sheets, the manager can tell which teachers are using the service; by re-sorting by types of work, he can be sure that each student is getting practice in all kinds of work.

So that the pupil will know just how important his work is and the grade he receives on each job he does, he is given a complete record sheet with his name at the top (Form 4), recording all he has done for each report period. Usually, the grade is based on the following scale: Five jobs of average length and difficulty earn a C grade; ten jobs, a B; fifteen jobs, an A. Five jobs may earn an A if they require superior work.

A record of material issued (Form 5) is kept by the student in charge, for the habit of wastefulness becomes chronic if students are allowed to go to cabinets and select materials. The manager of the project does not have the time to pass out petty lots of materials, nor does he wish to do so. Instead, the student manager does it, and it is surprising

Forms Used in the Practice Office Class At Palmyra High School

Date_____

Name in full _____

is wanted at _____

Room

at once

Main Office

at end of period

Nurse's Office

at close of school

P. O. Pupil in Charge _____

FORM 1. PUPIL'S CALL CARD

PRACTICE OFFICE

PRODUCTION SHEET

TEACHER'S NAME _____

Date Given _____ Period Given _____

Date Due _____ Period Due _____

=====

TYPING

PAPER SIZE

CARD SIZE

No. ribbon copies _____

5 1/2 x 8 1/2 _____

5 x 3 _____

No. carbon copies _____

8 1/2 x 5 1/2 _____

6 x 4 _____

8 x 10 1/2 _____

8 x 5 _____

8 1/2 x 11 _____

3 x 5 _____

8 1/2 x 14 _____

4 x 6 _____

DUPLICATING

5 x 8 _____

No. copies _____

PAPER WEIGHT

COLOR

STAPLED

16# _____ 20# _____

Paper _____

24# _____ 30# _____

Ink _____

Upper left corner _____

CALCULATING

FILING

Twice across the top _____

Indicate

Indicate

Twice on left side _____

type of work

kind

=====

SPECIAL INSTRUCTIONS:

Check here if you need more of these production sheet blanks.

JOB NO.

NOTE: All duplicating of less than 100 copies will be Ditto purple on yellow paper unless special instructions are given below.

FORM 2A.

JOB SHEET, FRONT AND BACK

JOB NO.	TYPE OF WORK	COPIES	FOR WHOM	REC'D		DUE		P. O. WORKER	3 COPIES FILED	JOB SHEET
				DATE	PER.	DATE	PER.			

FORM 3. JOB NUMBER MASTER SHEET
(8 1/2" x 13")

NAME _____ PERIOD _____ REPORT _____

JOB NO.	TYPE OF WORK	NO.	FOR WHOM	E	J	L	COMMENT	S	U	R

FORM 4. PUPIL'S RECORD SHEET (8 1/2" x 11")

MATERIAL ISSUED

DATE _____

IN CHARGE _____

JOB NO.	ITEM		TO WHOM
	NO.	SIZE	

FORM 5. MATERIAL ISSUED FORM (8 1/2" x 11")

PRACTICE OFFICE

PRODUCTION SHEET

JOB NO. Typing _____ Ditto _____

Calculating _____ Filing _____ No. Copies _____

=====

WORK DONE BY

CHECKED OR PROOFREAD BY

=====

The work described on the reverse side of this sheet has been delivered:

EARLY

JUST ON TIME

LATE

And is:

SATISFACTORY

UNSATISFACTORY but accepted because needed at once.

REFUSED with instructions for corrections attached.

Signed _____

FORM 2B.

to see the responsibility most of the managers assume in checking on the proper use of supplies.

Students' and Teachers' Opinions

More surprising, perhaps, is the willingness with which students work under the direction of other students, even if the student manager is beneath the other worker in educational stature.

This plan, with only a few minor changes since its inception early in 1938, has been approved by the State Department of Education of New Jersey for experimental use and has been supervised by Charles W. Hamilton, state assistant in secondary education.

That the plan works has been proved in several ways. The first and perhaps most satisfactory evidence of its success has been the increasing use of the service by teachers. Before the practice-office plan went into effect, teachers who could not operate the machines had to wait nearly two weeks to have material duplicated. Now they often send work in the morning and receive it in time for afternoon classes.

Questionnaires were sent to teachers and pupils to ascertain their opinions of the plan. Teachers responded that, of fifty-six pupils, only two failed to make up their homework when they missed their regular classes because of being in the practice office, and that these students might not have done their homework anyway. Nineteen teachers indicated that pupil work had improved, and eight said it had remained as before. None said it had decreased in quality.

As to service, three teachers said the time required was the same as before the practice-office plan went into effect, twenty-six reported greater speed, and none indicated slower production.

Teachers expressed great satisfaction when they answered the question, "Is your secretary loyal to the extent that he keeps your business to himself?" All twenty-seven teachers who replied said that the students were loyal.

From the pupils came an entirely different set of comments. Again, only two students said they had difficulty in maintaining homework. To the question, "On your day on

duty, did you learn anything in the regular work that improved your knowledge of office work?" thirty-six answered "Yes," and six answered "No."

Advantages of Plan

The advantages of this plan over many other plans in use elsewhere are manifold. Educationally, the student is benefited by completing all jobs he starts rather than turning them over, half finished, to another student because he has to go to a class. The practice-office plan is businesslike; it prepares students for a full day's work in an office. Pupils have an opportunity to show initiative and originality.

The advantages to the teachers are numerous. A few of them are the easy motivation of students, since actual work is more appealing than "book" assignments; the ease of determining grades; and the planning of work without being interrupted in class to demonstrate certain projects.

Although the plan, in all its details, has been worked out by the manager, credit for the thought spark must be given to a former student. While the other seniors were away on a trip, this student asked if he might come to school and work in the office-practice room, doing anything teachers might assign. He worked for four days, from early until late, and when he was through the manager thanked him, expressing his regret that the student could not be paid. The student answered, "Gee, it was fun! I used to be afraid of most of the machines, but now I'd tackle any of them. Why couldn't it be arranged so every student in the course could work one full day, so he would know what working a full day in an office is like?"

From that came the idea, from the idea the plan, from the plan a year's operation, with students working not one day but twelve days during the year.

Comments on the plan, or questions concerning any of the phases of it or how the details are handled, will be welcomed and answered as soon as possible by the manager.

Comment on Mr. Bretsch's Plan

Question: How do your office-practice pupils make up the work in the other classes

they do not attend on the twelve days in the year in which they are assigned to Practice Office?

Mr. Bretsch's answer: I take it for granted that the work will be made up and, as indicated in my article, there has been little complaint from teachers that students failed to make up the work. I believe it is good educational theory to give to students the responsibility for managing and planning of their own work, for these embryo secretaries will have to manage when they get on the job. I am sending you a copy of our Practice Office handbook, which is given the students. Item 3 explains all I have ever explained to the students.

[EDITOR'S NOTE: The handbook referred to is a twenty-page mimeographed booklet, 8½ by 11 inches in size, prepared by Mr. Bretsch. Item 3 reads as follows:

"On the day you are on duty you will not attend any classes unless as mentioned above. But you will be expected to make up any assignments for that day. This is your responsibility. Do not expect the teacher to hunt for you to be sure that you have made up the work."]

JOSEPH L. SEITZ, executive vice-president of Underwood Elliott Fisher Manufacturing Company Limited and of Underwood Elliott Fisher Limited, has been elected president of both Canadian companies.

In both positions, he succeeds his father, the late J. J. Seitz, founder and for four decades head of the Underwood enterprises in Canada, who died on January 12.

Mr. Seitz was his father's closest associate. He attended De La Salle Institute, St. Michael's College, and the University of Toronto and first joined his father's struggling business as an office boy in 1898, the year the elder Seitz introduced the Underwood typewriter in Canada.

He served for a long time as typewriter salesman and then as typewriter sales manager for the Toronto district. In 1920 he was promoted to vice-president in charge of national sales of typewriters, accounting and adding machines, and office supplies. In later years he lifted from his father's shoulders many of the general executive duties entailed by administration of both companies.

MORRIS E. SIEGEL, director of evening and continuation schools of New York City, was awarded the medallion of the Vocational High School Teachers Association of New York City at the Association's annual luncheon on January 13.

Dr. William E. Grady, associate superin-

tendent in charge of vocational high schools, acted as toastmaster, and Christopher M. Ryan, president of the Association, made the presentation, citing the splendid work done by Mr. Siegel during the past thirty-five years. Other leaders in education and government also gave tribute to Mr. Siegel.

THE Federated Business Teachers' Association of the state of California will hold a convention in Los Angeles at the Biltmore Hotel on March 18 and 19. Dr. Ira W. Kibby, state director of business education, will preside at the opening general session. The theme of the convention will be "Facing the Facts in Business Education."

Ralph E. Bauer, president of the Association, will have charge of the general session on the second day. Sectional meetings will be held for all the major business subjects.

John N. Given, director of business education for the city of Los Angeles, will preside at the Association luncheon on Tuesday, March 19. For reservations write to Miss Jeanette Zoleman, Commercial Education Section, 640 Chamber of Commerce Building, Los Angeles.

W. M. Ramsey, president of the Los Angeles section of the state association, and his local committee promise a delightful as well as an instructional "get-together" and urge all who can come early to enjoy the hospitality of Los Angeles the weekend prior to the opening of the convention on Monday, the 18th.

HELEN REYNOLDS received the degree of Doctor of Education from New York University in October, 1939. For her dissertation, she prepared a document entitled "A Handbook for Studying Business Education." An introductory chapter in the handbook deals with the relationship of business education to other educational agencies and to business. The remainder of the book is divided into eight sections, each dealing with one phase of business education. These sections consist of a statement of principles; a series of check lists for examining business education; and a list of evaluative statements in terms of which the data collected by the use of check lists may be interpreted.

Dr. Reynolds, formerly associate professor of secretarial subjects at Ohio University, is now a member of the instructional staff of the department of business education of New York University. Since 1934 she has been secretary of the National Council of Business Education. She is a frequent speaker on convention programs and has contributed widely to the professional literature of business education.

Vocational Vocabulary Letter

HARM and PAULINE HARMS

No. 7—A Railroad Letter

EDITOR'S NOTE—During the past few years we have heard a great deal about mastering the most frequently used words. As soon as a student accepts a stenographic position, however, his list of frequently used words will be influenced decidedly by the terminology of this new occupation.

Here is a letter containing some of the most frequently used words in the railroad business. This letter was prepared by Harm Harms, director of commercial training, and Pauline Harms, instructor in shorthand, at Capital University, Columbus. Mr. and Mrs. Harms are authors of the "Individual Method of Learning Gregg Shorthand." Similar letters for other branches of business will appear in subsequent issues of the BUSINESS EDUCATION WORLD.

Mr. George W. Goodsell
President of Eastern Division
New York Central Railroad
Buffalo, New York²⁰

February 14, 1940

Dear Mr. Goodsell:

Your annual report covering the activities of your division arrived this morning.⁴⁰ I read with considerable interest your statement of an increase in interstate shipments but a⁶⁰ corresponding decrease in intrastate business. How do you account for this?

I notice that much inbound freight, which you⁸⁰ have listed under the general classification of "Short Haul Business," has been transferred to our truck line at¹⁰⁰ the Buffalo terminal. Have you found it to be more economical to transfer perishable commodities¹²⁰ from our regular refrigerator cars to highway transports rather than reroute them on our own or¹⁴⁰ associated lines?

Have you heard the outcome of the Interstate Commerce Commission's ruling on our petition¹⁶⁰ for a change in rates affecting l. c. l. on first-class freight? The Ajax Corporation, our chief consignor¹⁸⁰ of merchandise to Chicago, is becoming impatient. Unless we can get action soon, we may lose that business.²⁰⁰

I should like to have a more detailed statement of our passenger income. As you know, during the past year we²²⁰ spent a great deal of money in streamlining and air conditioning all our superior trains. According to²⁴⁰ the present schedule, the Blue Bird Special furnishes ideal connections between New York and Chicago. Our²⁶⁰ experiment to offer first-class meals on all diners at moderate prices has done more to build up this business²⁸⁰ than any single item. The World's Fair traffic has been somewhat of a disappointment, in spite of the low-priced³⁰⁰ round-trip excursion tickets.

Have you found any change in the demand for compartments, drawing rooms, and special Pullman³²⁰ accommodations as compared with the chair car and day coach?

No doubt you will be present at the board meeting³⁴⁰ July 1 at the Waldorf-Astoria. Please bring all the necessary data with you.

Cordially yours, (359)



Making the Bookkeeping Mid-Term Test Functional

I. DAVID SATLOW

LET us suppose that several teachers are asked to write mid-term examinations for their respective grades.

Teacher A goes to the telephone, calls a friend, and says: "I've been asked to submit a mid-term examination in Bookkeeping 3. Can you forward me some of those given in your school? Please rush; we are having examinations next week."

Several such telephone calls are made in one evening to several friends with the result that Teacher A receives specimen examinations from several schools and, by the use of the scissors-and-paste method, the deadline is met.

Teacher B looks at a previous examination, changes the wording here and there, and submits that.

Teacher C sits down and arbitrarily writes a number of questions as they occur to him.

Which of these three teachers is the happiest? Teacher A is probably annoyed; B is bored; but C is neither. He feels that the assignment is a bitter pill that is to be swallowed, and he proceeds to do so half-heartedly.

Is the approach of any of these teachers in any way affording him an opportunity to evaluate his own teaching? Does recourse to such practice help growth in service? That is highly doubtful. The probability is that not one of these three teachers approximates the thrill that comes to those who work in a truly creative manner.

For several months, the teacher has been going through the routine of teaching his students while the class has been going through the motions of learning. The time

for taking stock has arrived. At this time the teacher wishes to measure the degree to which the various goals of instruction have been successfully mastered. True enough, testing has been going on regularly; students have been asked questions, both oral and written. But the questions were based largely on another day's work or on one unit's work. A formal appraisal of the retention of the many learning outcomes or the later acquisition of outcomes not evidenced earlier was reserved for a later date. It is this opportunity for formal evaluation of student learning that permits of creativeness in the testing program.

The teacher is ready to write the test. The first question that confronts him is: "How much ground is to be covered?" To answer this question properly, a count must be made of the actual number of teaching days before the uniform examination and of the actual number of teaching days remaining after the examination.

Most secondary schools have fixed syllabi that must be completed within a given grade, the completion of which is prerequisite for ad-

◆ *About David Satlow:* Instructor, Bushwick High School, Brooklyn, New York. Two degrees from the College of the City of New York, one from St. Lawrence University. Editor of two professional publications, author of many articles on extracurricular activities and the teaching of bookkeeping, business training, and law. Associate editor and member of managing board, *Journal of Educational Sociology*. Co-chairman, law research committee, Commercial Education Association of New York City. Hobby: good music; collects phonograph records.

vancement to the next grade. Generally speaking, therefore, an examination can just as well be written very early in the term; for, by comparing the number of days that will have elapsed with those remaining after the examination date, one can readily approximate the ground that will be covered before the mid-term examination date.

Having delimited the scope of the test, the teacher proceeds to survey the field in an attempt to answer the following questions as objectively as possible:

1. What are the specific learning outcomes aimed at during the period of time that will have elapsed? As a result, a lengthy list of specifications embracing all the knowledges, skills, attitudes, and powers developed would be drawn up.

2. What difficulties are inherent in the attempt to acquire the learning outcomes in the list of specifications?

3. What is the best method of testing the mastery of the difficulties inherent in the acquisition of each (or of the most significant) of these learning outcomes? A carefully thought-out disposition of this question might suggest the true-false technique for one unit, the multiple-choice test for another, completion questions for a third, etc. In this way, overlapping of questions would be avoided.

Guiding Principles

The criteria listed below have been prepared with a view to improving the efficacy of testing:

1. The examination should result in neither dread and despair nor in overconfidence. Rather, it should produce a feeling of confidence and a sense of gratification at achievement. To attain this goal, due consideration should be given to range of difficulty and time required for completion of the paper.

2. The examination should be fairly representative of the work of the grade, and it should be so constructed that students who have not pursued the work would not pass it.

3. Questions should be solvable. One incorrect figure often sets the student on the wrong track, with consequent dissipation of energy and resultant discouragement. This

contingency may be avoided by the test maker's answering the questions on paper in the manner that will be expected of the students. Solving the problems in advance often discloses difficulties unforeseen when the examination was being made up.

4. The examination should give due consideration to those learning outcomes on which particular emphasis has been laid by the syllabus, the text, or the department. If the test is to be functional, it should not place much emphasis on superfluous or obscure phases of the work.

5. Difficulties should be segregated so that failure to answer one part of a question will not preclude success in another part of the same question, and so that it will not be necessary to have as many audits¹ as there are students appearing for the examination.

6. The basis for remedial teaching is most readily laid by a diagnostic type of examination, in which student weaknesses are easily revealed.

7. Part of the examination should be devoted to the "power" type of question. Because the purpose of questions of this kind is to see whether the student can carry a task through to a successful completion, no partial credit should be allowed. (This objective, however, does not call for "tricky" questions.) To insure the proper type of application, students should be informed by a parenthetical note that no partial credit will be allowed on the given question or questions.

8. The test should permit of ease in marking.

9. The marking scheme should give due recognition to the difficulties encountered. A difficult examination with a liberal marking scheme does more harm to the student's learning and trait development than a simple examination with a rigid marking schedule. There should be a sufficiently high penalty for certain errors that should not be tolerated. Students not knowing the work should not be in a position to pass the exam-

¹ One error in an involved problem will throw off all succeeding calculations, but we penalize the student only for *actual* errors. The "audit" is the individual checking of a paper from the point of error onward.

ination. A marking scheme is essential to the maintenance of reasonable standards.

10. To reward the attainment of some of the traits that are aims of this subject, a certain number of credits on each examination should be allowed for neatness and legibility. The mark for neatness and legibility should be determined before any question is rated and before the paper is marred by red crayon marks.

11. There should be variety in the nature of the examination. One type of question that proved interesting, challenging, and "different" the first few times it was used becomes purely mechanical if it appears too often on the examinations. Furthermore, students should not be able to guess the nature of the questions to be asked.

Mechanical Details

1. As far as possible, the copy submitted should be arranged in the form in which it is to be cut on the stencil, due regard being paid to heading, spacing, ruling, and the instructions that are to appear on the examination paper. If this precaution is taken, the typewriting of the stencils becomes what it should be, purely a mechanical affair.

2. Providing a line for the student's name may insure his attending to this important detail, which is often overlooked by one under a strain.

3. An examination paper looks more impressive when uniformity is employed in the numbering of questions.

4. In fairness to the students, the per cent value of each question should be stated. This will aid in the proper apportionment of time.

5. As far as possible, questions should be so constructed that answers can be written on the examination paper proper. This saves the student's time and avoids confusion in the mind of the proctor, who very often is unfamiliar with bookkeeping paper and business forms.

6. All questions that are to be answered on the mimeographed sheet should be grouped together. This expedites marking.

7. Enough space should be provided for those questions that are to be answered on the examination paper.

8. To avoid confusion, the instructions should be specific and free from ambiguity. Merely labeling a question "True-False" or "Completion" is not sufficient. A sample question answered is a better guide than a lengthy exposition of what is to be done.

9. To encourage thinking on the part of the students, multiple-choice questions should include the following two additional possibilities:

d. All of these

e. None of these

10. To discourage guessing, the true-false questions should be so framed as to require the students to rewrite the statements that he considers false in such a way that they will become true.

11. Greater ease in marking is possible when answers are to be entered in the same column for all objective-type questions rather than indicating "T" or "F" *before* one question, filling in the "missing word(s)" *after* the statements in another question, and underlining *all over the page* for multiple-choice questions.

Inspection of the Test by Other Teachers

After the test has been written, it should be read carefully by the other teachers of the grade for which it is intended to determine whether:

1. It actually tests what it purports to test.

2. It gives, both in distribution of questions and values, due recognition to evidence of mastery of definite topics necessary for further work.

3. Ambiguities have been removed and phraseology has been improved.

4. Distribution of points is fair and time estimates are correct.

5. The interpretative phase of bookkeeping has been recognized.

Teachers' Reaction to the Examination

Writing an examination is one thing; observing it in practice is another. For this reason, an appraisal of the examination as it "stood up" in practice is highly desirable. A questionnaire for this purpose might cover, among other things, the following questions:

1. Scope:

a. Was the test sufficiently representative of the work of the grade?

- b. What items should have been included?
- c. Which items might have been deleted without serious loss?
2. Nature: Was the form of the examination satisfactory?
3. Range of difficulty:
 - a. Was it a sufficient challenge to the bright students?
 - b. Was it discouraging to the average students?
4. Time:
 - a. Did students have enough time?
 - b. Did the rating of the papers require too much time?
5. Prevalent errors: What were the outstanding weaknesses of the group as revealed by the examination?
6. Improvement of instruction:
 - a. In what way(s) can our classwork before the mid-term examination be "speeded up" in order to allow for additional projects toward the end of the term?
 - b. What topics or units had better be deferred until after the mid-term examinations?

In Conclusion

When a small number of students do poorly on a given question, one may infer that these students need reteaching of the knowledges, skills, and other learning outcomes tested in the given question. When all the students of one teacher do poorly on that question, it is an indication that that teacher has not taught that phase of the work so thoroughly as he might have. When, however, all students throughout the school fail to indicate mastery of the learning outcomes called for by a given question, the fault lies neither with them nor with their teachers. A safe inference is that not sufficient judgment was displayed in the choice of the question, or that the work is too difficult for the students to master.

Occasionally, we hear the report that almost all students failed on the examination. This is a serious condemnation of the teachers or of the department, not of the students. Parents, under such circumstances, have the right to say, "Why, these boys and girls have been in your classes throughout the term. Do you mean to say that they have learned absolutely nothing under your expert instruction? Surely they must have learned something, yet your test does not reveal it."

The testing program, if it is to be functional, must realize the following objectives:

1. Student's Aim: Test the student's acquisition of learning outcomes aimed at during the period covered.
2. Teacher's Immediate Aim: Serve as a basis for remedial instruction, and as a guide for future instruction.
3. Teacher's Ultimate Aim: Indicate those topics that were inadequately covered by the teacher, and that will need different treatment the next time the topics are taught.
4. Supervisor's Aim: Serve as a check on the efficiency of instruction and provide a basis for revision of the term outline, syllabus, or curriculum.

If, before writing the examination, the instructor were to consider seriously the purposes the test is to serve, there would be less criticism directed toward the examination by his colleagues after it has been administered. Furthermore, the testing program would be a factor for good in the life of the department or school rather than a cause of discontent among teachers and students.

THE third international convention of Phi Theta Pi, commerce fraternity, will be held at the Stevens Hotel in Chicago on July 19, 20, and 21.

Phi Theta Pi, organized in 1926, recently granted its forty-sixth charter, to its new chapter at Woodbury College, Los Angeles. Chapters were added during 1939 at the rate of one every two months.

E. C. Hinckley, of L. D. S. Business College, Salt Lake City, is chairman of the national organization, and Charles R. McCann, McCann School of Business, Reading, Pennsylvania, is president.

IT is with deep regret that we note the passing of Miss Clara Saline, of San Francisco, in January. Miss Saline was an unusually fine shorthand instructor. She taught at Heald College and the Munson School in San Francisco before organizing the Saline-Johnstone School for Secretaries in 1925. We shall miss her quiet, friendly presence. Our heartfelt sympathy is extended to her family and to her partner, Miss Ethel Johnstone.

P. S. AUGUSTIN, co-founder of Augustin P. Business College, New Orleans, passed away only two weeks before the thirty-eighth anniversary of the founding of the institution.

L. S. Augustin, principal and co-founder of the school, will continue to carry on his father's work with the co-operation of his brother, Robert P. Augustin.



No Middle Ground

KENNETH

B.

HAAS, Ed.D.

EDITOR'S NOTE.—Last month Dr. Haas discussed the ways in which practical training for retail-store selling work may be given; namely, through classroom instruction and practical work in "vocational stores" set up in the school building and through the co-operative part-time plan, under which the student divides his time between the classroom and employment in an outside store.

In this month's installment, Dr. Haas discusses the utilization of school activities for preparatory store training and submits a number of co-operative part-time programs that are being successfully operated throughout the country.

Utilizing School Business Activities For Preparatory Store Training

SOME preparatory store training may be offered through pupil participation in the business activities of the school. For example, it is possible in many instances to arrange with managers of school cafeterias to have pupils look after stock, take inventories, check purchases, and run errands; in fact, to perform most of the routine work, including the handling of the cash register and record keeping.

In many schools, pupils in retail-store classes handle the sale of tickets for school affairs, such as stage shows, athletic events, graduation trips, and charity drives. Through such activities, pupils obtain training in selling methods. Unfortunately, however, this kind of plan is often used to exploit the labor and services of pupils for the benefit of dominant school or community groups.

Evaluation of Store Projects

The prospective teacher or supervisor of retail training will not find it difficult to

awaken interest in retail-store projects, school stores, model stores, demonstration stores, and in pupil participation in school sales activities. All that is ordinarily required is a little planning. Pupils are naturally more interested in pursuing courses that combine actual practice with theory than in pursuing courses that require only a recitation procedure based on textbook subject matter. School stores, model stores, demonstration stores, and similar devices constitute a step in the right direction in training for retail-store work; but the persons responsible for setting up such devices should not delude themselves into believing that these constitute the best practices for training pupils for actual vocational retail-store work.

It is virtually impossible to conduct these store projects without leaning heavily on a textbook and without emphasizing salesmanship to the exclusion of more vital occupational duties. Furthermore, pupils who enroll in such classes are rarely selected. In communities where the co-operative part-time plan is impracticable, the model store, school store, or retail activity project methods of instruction are preferable to the strictly classroom-recitation method. Nevertheless, these methods do not offer, nor can they be expected to offer, the practical type of training for retail occupations that is possible under the part-time co-operative store-training plan. Furthermore, training

♦ **About Doctor Haas:** Engaged in distributive education in Washington, D. C. Formerly professor of merchandising in Bowling Green (Kentucky) Business University. Ed.D. from New York University. Has published books and many magazine articles and has been an editor of *Business Education Digest*. Member of Phi Delta Kappa. Has taught in high school and college and served for four years in the U. S. Navy. Hobbies: "fishing; sitting in an easy chair; writing."

for retail-store work conducted in model, demonstration, or school stores comes under the category of preparatory training and is, therefore, not reimbursable from Federal funds under the provisions of the George-Deen Act.

Co-operative Part Time Programs in Distributive Education

The co-operative part-time plan of training for the distributive occupations, to which reference has already been made, which provides for half-time instruction in the classroom and half-time employment in a local store, is the most effective means of training if the plan is carried out under proper conditions. Furthermore, this plan is reimbursable from Federal funds.

Curricula for part-time co-operative courses in distributive education may include a wide variety of subjects, subject content, and subject sequence. The wide variation in the material included in courses now in operation in different parts of the country is evidence of the fact that curriculum organization, subject matter, and teaching plans must conform to local needs and conditions, as well as to idealistic aims and objectives. Any list of subjects that might be presented as appropriate for use as the basis of a course in distributive education, therefore, must be considered as suggestive and for use only as a starting point for local thinking and consideration.

In planning the subjects to be presented in a long-range program of training in distributive education, an attempt should be made to answer two questions: (1) What merchandising subjects should be offered? (2) At what point in the program should specialization on the secondary level begin?

No attempt should be made to determine what merchandising subjects should be offered until a survey has been made of conditions in the community and particularly of the training needs of those engaged in the distributive occupations. In determining the point in the training program at which specialization on the secondary level should begin, it is well to follow the principle that the constants should be offered early in the curriculum and the variables and

electives should, in general, be offered late in the curriculum.

Many different courses are used and numerous plans are followed in formulating curriculums for courses in the distributive occupations. The following lists of subjects offered in courses in various high schools in the United States are presented as a guide in setting up a minimal program of training for work in retail stores.

OMAHA (NEBRASKA) TECHNICAL HIGH SCHOOL

<i>Eleventh Year</i>	<i>Twelfth Year</i>
Merchandising	Salesmanship
Textiles	Window display
Advertising	Retail credits
Public Speaking	Store work

READING (PENNSYLVANIA) HIGH SCHOOL ALTERNATE CO-OPERATIVE COURSE

<i>Tenth Year</i>	<i>Eleventh Year</i>	<i>Twelfth Year</i>
Salesmanship:	Salesmanship:	Salesmanship:
Marketing	Retail selling	Store management
Store systems	Store display	
Merchandise	Advertising	Merchandise problems
Sewing		Buying
Commercial geography		Store work
Art color design		
Cooking (boys and girls)		
Dress design		

SAN ANTONIO (TEXAS) HIGH SCHOOLS SPECIAL CO-OPERATIVE COURSE

<i>Tenth Year</i>	<i>Eleventh Year</i>	<i>Twelfth Year</i>
Retail selling	Salesmanship:	Psychology
Commercial arithmetic	Store system	Merchandise
Typing	Textiles	Public speaking
Personal regimen	Store mathematics	Store organization
	Public speaking	Color, line, design
	Personal regimen	
	Costume design	

SIOUX CITY (IOWA) HIGH SCHOOLS

<i>Tenth Year</i>	<i>Eleventh Year</i>	<i>Twelfth Year</i>
Retailing	Retailing	Sales psychology
Textiles	Advertising	Merchandising
Industrial geography	Public speaking	Sociology
Business arithmetic	Business	Economics
Business arithmetic	arithmetic	Trade journals
Economic history	Merchandising	Store work
	Color and design	

LANCASTER (PENNSYLVANIA) HIGH SCHOOLS

Eleventh Year

English	Salesmanship
History of commerce	Household physics
Retailing:	Physical education
Textiles	Drawing
Nontextiles	Choral practice
Store system	Store work (Saturdays and afternoons of school days)

Twelfth Year

English	Departmental organization
Social problems	Correlation problems
Retailing:	Costume designing
Store mathematics	Physical education
Nontextiles	Choral practice
Advertising	Store work (Saturdays and afternoons of school days)

Following, also, are possible subjects that might be incorporated in co-operative part-time courses for retail store workers:

POSSIBLE PREPARATORY COURSE LEADING TO A CO-OPERATIVE PART-TIME CURRICULUM

Ninth Year

Social science ...	1
English	1
Elementary business training ..	1
General science ..	1

4

Tenth Year

English	1
Typing	1
Consumer problems	1/2
Social science ...	1/2
Bookkeeping	1

4

Eleventh Year

English for store workers	1	Local and state geography	1/2
Merchandising ...	1	Laws for workers	1/2
Business organization (elective) .	1/2	Orientation to business (elective)	1/2
Store arithmetic ..	1/2		

4 1/2

Twelfth and Perhaps Thirteenth Year

Part-time co-operative:

Retailing as applied to a particular area	1 or 2
Merchandising analysis	1 or 2
Employer-employee relations	1/2
Conferences on store problems	1/2
Store work	1/2

POSSIBLE PROGRAM FOR CO-OPERATIVE PART-TIME STUDENTS

Eleventh or Twelfth Year

Principles of retailing
Principles of advertising and display
English and oral expression
Business arithmetic
Store work

Twelfth or Thirteenth Year

Commodity studies
Retail selling
Store management and organization
Economics of retailing
Store work

SUGGESTED SUBJECTS FOR CO-OPERATIVE PART-TIME STUDENTS

English and oral expression	Employee-employer relations
Business arithmetic	Principles of advertising and display
Retail selling	Store management and organization
Commodity studies	Economics of retailing
Principles of retailing	Merchandising analysis
Conferences on store problems	Retailing of specialties

If the class work in a co-operative part-time training course occupies three hours each day, at least one hour should be devoted to a discussion or conference on store problems and the rest to instruction in related technical subject matter. It is understood, of course, that the amount of time spent in actual employment in a store should equal that spent in classroom instruction.

A youth who advances through comprehensive courses in distributive education develops a pride in his skills, knowledges, and accomplishments that he could get in no other way. He is free of the inferiority complex that sometimes characterizes persons engaged in distributive occupations, and he learns that there is no possible ground for social disapproval of work in these occupations. This is important, because these two factors have caused many thousands of young people to enter other fields of endeavor, where the opportunities do not compare with those offered in distributive occupations.

Courses Reimbursable under the George-Deen Act

When courses previously listed as "preparatory courses" in distributive education are taken in conjunction with "co-operative" part-time training, they are designated as "related or technical courses." Related courses supplement the co-operative store work and the technical subject matter and are, therefore, reimbursable from funds allotted to the states under the George-Deen Act. When such courses are offered on a preparatory basis and no co-operative part-time work is required, they are not reimbursable from Federal funds.

The practices followed in connection with co-operative part-time training programs in distributive education are usually variations of two general plans: the "alternate co-operative plan" and the "nonalternate co-operative plan."¹

Under the alternate co-operative plan, two students are paired—one student working in a particular position in a store for half a day, a day, or a week, and the other student attending school for a similar period. At the end of the period, these students exchange places.

Under the nonalternate co-operative plan, students are not paired. Only one pupil is assigned to each position in a particular store. Under this plan, pupils frequently attend school during regular school hours and work in stores after school, on Saturdays, and during vacations. In some instances, under the nonalternate plan, students work at the call of merchants and make up their school work when they are not employed.

Most persons who have had experience with both the alternate and the nonalternate plans believe that the alternate plan offers far better training opportunities than the nonalternate plan, and that it is easier for both the school and the store to administer.

(To be continued)

FORTY PLUS, a co-operative placement organization for unemployed executives more than forty years of age, now has 100 chapters throughout the United States. The result is an employment service so far reaching that it is probably not approached by any other employment body in the country.

Forty Plus, which has been described in several newspapers and magazines with national coverage, operates in an unusual way in that a two-man team approaches each prospective employer and endeavors to sell him the services of a member of the organization. No member is permitted to work for himself when he is on placement duty. Because the group is composed of men with executive and sales training, this method has proved very successful.

¹ For a full discussion of the alternate and non-alternate plans, see Vocational Education Bulletin No. 186, *Co-operative Training in Retail Selling in the Public Secondary Schools*, issued by the U. S. Office of Education, Federal Security Agency. For sale by Superintendent of Documents, Government Printing Office, Washington, D. C. Price, 20 cents.

PI OMEGA PI held its seventh biennial convention in the William Penn Hotel, Pittsburgh, on December 27. R. F. Webb, national president, presided at the convention. The following new officers were elected:

President: J. Frances Henderson, Oklahoma A. & M. College, Stillwater.

Vice-President: Mildred M. Payne, State Teachers College, Kearney, Nebraska.

Secretary: John Crouse, State Teachers College, Whitewater, Wisconsin.

Treasurer: Albert E. Drumheller, State Teachers College, Indiana, Pennsylvania.

Editor: Dr. Clyde Beighey, State Teachers College, Macomb, Illinois.

Organizer: Arnold E. Schneider, State Teachers College, St. Cloud, Minnesota.

Historian: Irma Ehrenhardt, State Teachers College, Terre Haute, Indiana.

Three chapters of Pi Omega Pi were installed during December, as follows:

Alpha Xi, Ohio State University, Columbus. Inez Ray Wells, sponsor.

Alpha Omicron, State Teachers College, St. Cloud, Minnesota. A. E. Schneider, director of business education, sponsor.

Alpha Pi, Mississippi State College, Columbus. George E. Wallace, sponsor.

HAMDEN L. FORKNER, associate professor of education and head of the department of business education, Teachers College, Columbia University, has been awarded the degree of Doctor of Philosophy by the University of California, Berkeley.



Before assuming the headship of the department of business education at Teachers College, Mr. Forkner was for twelve years a member of the Oakland (California) school system, where he served as teacher, counselor, and in administrative work in connection with the Merritt Business School. During these twelve years Mr. Forkner completed work for the bachelor's, master's, and doctor's degrees, with the exception of his dissertation.

Since going to Teachers College, Mr. Forkner has completed his dissertation, which was in the field of educational finance and dealt with the problem of equalization of federal aid for vocational education.



Soils Geography In Man's Economy

W. ELMER EKBLAW, Ph.D.

EDITOR'S NOTE—This is the fourth article in a series dealing with the environmental factors of Economic Geography. Dr. Ekblaw shows that a scientific knowledge of soils is a recent development. He introduces and explains four technical terms, now common in soil science: *podzols*, *laterites*, *pedocals*, *pedalfers*. These terms are as necessary in the discussion of soils as the more familiar terms—cyclones, anticyclones, tornadoes, hurricanes—in the discussion of weather and climate.

Since "today nearly all the folk of the world are acutely soil conscious," it is important that the high school students of the United States be given the fundamental facts of soil geography in order that they may understand the pressing problems of soil conservation.—DOUGLAS C. RUGLEY, Series Editor.

THE importance of soil character in man's economy must have been appreciated since man first engaged in agriculture, far back in that dim past before he began writing history—even before those earliest records in structure and artifact that archeologists exhume and shape into historic form were created many thousands of years ago.

Just as soon as man began to grow crops, he must have learned very quickly that some of his fields produced more abundantly than others, even though he might plant and till them all with equal care, even though the same quality of sunshine and equal quantities of rain fell upon them all, even though frost came just as late in spring and just as early in fall upon each of them, even though pests and predators were equally active in one as in any of the others. He must also have recognized early that the seeds germinated faster and better on some

soils, that the new growth flourished better in certain kinds of earth, that the harvest was heavier from some lands than from others.

Early Soil Scientists

Farther along in man's progress from savagery to civilization, when he began writing crude records on clay and stone and papyrus in ancient Mesopotamia or Judea or Egypt, he expressed both directly and indirectly his knowledge of the importance of soil attributes—fertility, tilth, and productivity. The character of land tenure, the system of land transfer, the state equity in soil, and the social concern in soil conservation that characterized centuries of rich cultural life and prosperous agriculture in the broad flood plains of the lower Tigris and Euphrates even before Abraham and Lot emigrated from the land of Ur and Chaldea reveal the interest the early peoples of those lands felt in their soil. The care with which the primitive farmers of Judea selected the fields for the several crops they grew—wheat on certain lands, grapes on other lands, olives on still others, and other crops on other special soils—is repeated in Palestine today. There has been little change

◆ **About Dr. Ekblaw:** Professor of human geography, Clark University, Worcester, Massachusetts. Author of articles and books, assistant editor of *Economic Geography*. Accompanied the MacMillan Crocker Land Arctic Expedition (1913-1917) as botanist and geologist; was research associate, American Museum of Natural History, from 1917 to 1922, and consulting geologist for two years. Member of the Explorers Club. Hobby: ornithology.

in location or cultivation throughout the centuries.

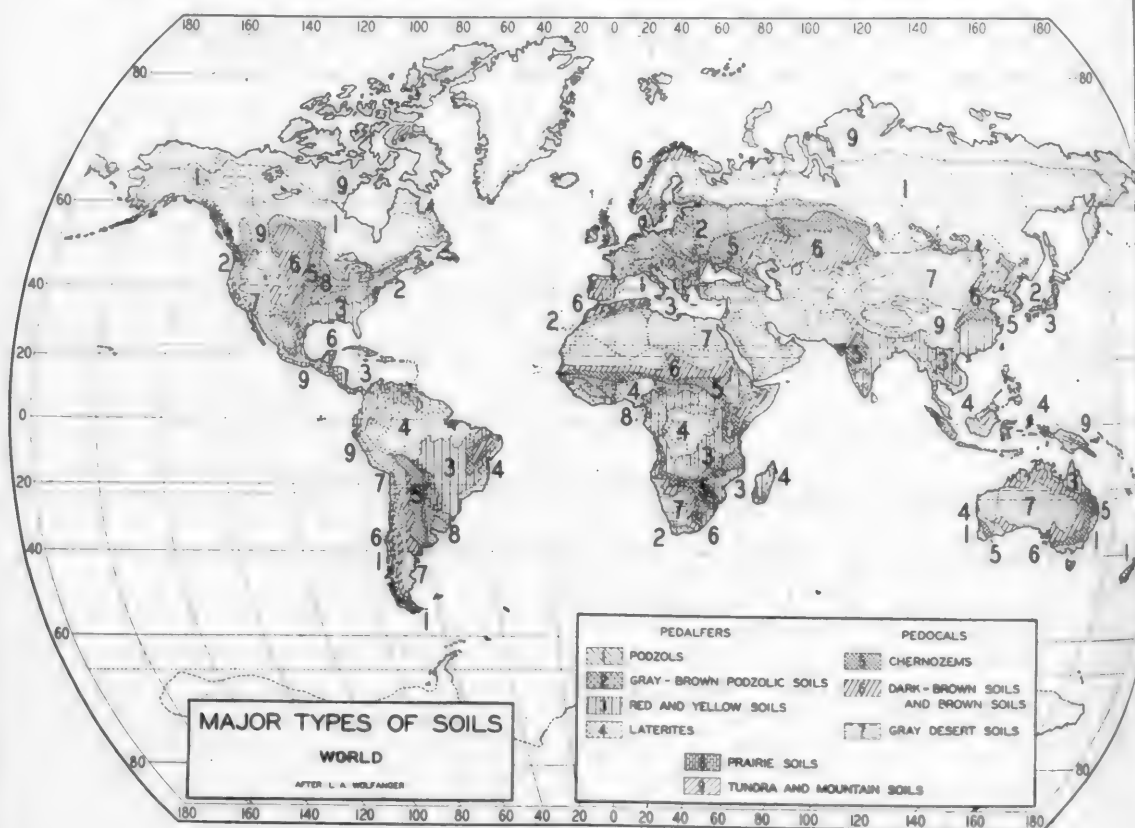
In Egypt, the annual inundation of the Nile lowlands by the great floods that have their origin in the spates, or freshets, of the Ethiopian highlands and the heavy rains of the tropical plateaus about Kenya and Ruwenzori affected the fertility and tilth of the soils, and consequently their productivity, as widely and profoundly in the days of Rameses, Thothmes, or Tutankhamen as they do in our time.

In Phoenicia, in Minos, in Hellas, and in Rome—every one of them as dependent upon agriculture for dress and provender as any land today—quality of soil was always significant, even at times critical, in the political as well as the economic organization of their governments. Because these governments had to feed the teeming populations that their industry, trade, and advancing cultures promoted, and because they did not have adequate arable and fertile soils to produce wheat, barley, and other foodstuffs, they sent great argosies of merchantmen to

the lands of surplus production in Scythia, the valleys of the Po and Guadalquivir, the broad lowlands of the Meander, and the Nile delta. Navigation flourished, and great systems of foreign trade developed. The Roman colonate, or system of land tenancy, with all its hopes and all its evils, came into being because of depleted soil fertility.

Modern Soil Scientists

And history repeats itself in the long story of soil utilization, as it does in most things. Today, nearly all the peoples of the world are acutely soil conscious. In western Europe, where agriculture has become a foremost concern of technological science as well as the humanities; in Russia, India, and China; in Japan; in New Zealand, Australia, and South Africa; in our own Americas—in every land where man tills his plot of ground—folk have finally come to the realization that soils are the fundamental basis of the resources that every state must have if its peoples are to



continue to be well fed, content, and happy.

It is rather strange that, with such early and long-continued interest in soils as history reveals, soils knowledge should not have been arranged into a science until within almost the last half century. The truth remains, however, that the factual material regarding soils that had been accumulated throughout the centuries had not been classified or correlated in any sound orderly method, or in accord with any logical genetic or characteristic criteria until the Russians began to do so well into the latter half of the past century. It is natural that once such a systematic classification was begun, it proceeded apace, for practically the whole world had been awaiting it eagerly.

The science thus so belatedly established by Russian soils science was rapidly expanded not only in Russia but throughout the civilized world, and perhaps most rapidly of all in our own United States, until today it occupies a firm and important place among the natural sciences. Thanks to the leadership of Dr. Curtis F. Marbut, for many years the head of the Field Survey branch of our United States Bureau of Soils and Chemistry, the United States today occupies a foremost position in soils science, as in many of the older sciences established for much longer periods of time.

Classification of Soils

In the new soils science, soils geography ranks perhaps second to soils technology in interest and importance. The scientific classification of soils is dependent in large part upon geographic criteria. It is based upon soil genesis and soil character, both

functions of those inalienable attributes of place that we designate as relief, drainage, slope; and upon the elements of climate with the resultant biologic attributes (not necessarily inalienable) that we include in natural vegetation and animal life.

In the Russian system of distinguishing and classifying soils, the effect of climate has been most significant and decisive. In the American system, devised by Dr. Marbut and his associates, the attributes of the soils themselves, reflecting the factors that have modified their genesis and character, have been made the distinguishing criteria, essentially geographic.

The major groups of soils under these classifications are set apart by attributes derived primarily from climate itself—an inalienable attribute of place. Subordinate groups reflect the influence of relief, slope, drainage, water-table level, and so forth—other inalienable attributes of place. Other subordinate groups are distinguished by the effect of vegetation, of rodents, of insects, of bacteria, for example—similarly attributes of place either directly or indirectly.

Podzols and Laterites

Two major classes of soils are *podzols* and *laterites*. Podzols, so named by the Russian soils scientists because of the ashy-gray color and character of the topmost portion, are characteristically acid, leached of certain chemical elements, and low in humus. They develop typically in lands of cold to cool climate, where the vegetation is dominantly coniferous or composed of plants like the heaths, the brambles, and similar vegetation more acid than alkaline or neutral in chemical reaction. The podzols are relatively infertile, require distinct methods of cultivation to produce crops, and consequently tend to develop definite and distinctive agricultural economies in the areas where they prevail. They derive their characteristic attributes from the distinctive character of climate, season, and vegetation that affects their development and composition, and determines distinctive ways of life for the folk who live upon them.

As one example of the effect of such dis-



◆ *About Dr. Ridgley, Series Editor:* Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the

Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

tinctive environment, the dairy industry of the Lake states and New England, of the British Isles and Scandinavia, of Russia, of New Zealand, of the alpine meadows of Switzerland, Savoy, and the Tyrol may be cited. The dairy industry, based upon a pastoral economy in which the nutritious grasses and herbs that grow upon podzols constitute the basic factor, flourishes under such conditions as produce the podzol soil. The dairy industry shapes the daily round of duties in which the population engage, the quality and character of their diet, their health, their standard of living, their philosophy of life. The growing of flax and potatoes and other root crops, the use of wood in crafts and arts, the use of butter as a source of fat in food, the use of candles for light—these and many other distinctive features accompany life upon the podzols.

In contrast, the typical soils of the tropics are classed chiefly as *laterites*, soils quite different from podzols in color, in texture, in chemical composition, in their effect upon the economy and culture developed upon them. The red, sticky laterites of equatorial regions have been, perhaps, more frequently discussed in geographic literature and are probably more familiar to the average student than are the gray, sandy podzols, but they are not one whit more important in the world's economic structure. Like the podzols, laterites demand distinctive methods of tillage, produce distinctive crops and products, and give rise to distinctive systems of agriculture—and, consequently, distinctive ways of life for the peoples who dwell upon them. The great Amazon Valley of South America, large areas of the Caribbean Islands and coasts, great stretches of the Congo and Niger basins in Africa, and vast parts of the southern Orient and the Malaysian Islands are characterized by lateritic soils.

(To be continued)

MR. and Mrs. Clyde Humphrey have announced the birth, on January 31, of a daughter, who has been named Alice Carol.

Mr. Humphrey, who was formerly a member of the faculty of Woman's College, University of North Carolina, Greensboro, and of the University of Tennessee, Knoxville, is

a sales representative for the Gregg Publishing Company. He is especially well known in Virginia, West Virginia, and North Carolina, the states that constitute his present territory.

BUSINESS Education for What?" will be the general theme of the 1940 Conference on Business Education of the School of Business of the University of Chicago, to be held Thursday and Friday, June 27 and 28.

The 1940 conference will deal with critical and conflicting issues which confront all classroom teachers in the field of business and economics. Among the subjects for discussion will be problems of bias, emotion, and prejudice in business education; the consumer approach to business education; and the problem of the individual's adjustment, not only to the business world, but to life as a whole.

In the last session, the work committee of the conference will present an outline for practical application of the material considered to the classroom situation.

Participants in the conference will include representatives of business, specialists in social psychology, students of the relation of emotion and education, and business educators.

A detailed program of the 1940 conference will be available shortly. The time of the conference, June 27-28, is particularly convenient for those who wish to attend the annual meeting of the National Education Association at Milwaukee, June 30 to July 1.

PROFESSOR Eleanor Crigley DeHaven, of Southwestern Louisiana Institute, was elected honorary president of the Louisiana



Teachers Association at its annual convention. This honor was conferred upon her in recognition of her work in organizing the Commerce Section of L. T. A. in 1916, her leadership of the organization for many years, and her successful efforts in the introduction of commercial tests in the school rally programs.

With experience at Lebanon University, Lebanon, Ohio, and at Logan Square Business College, Chicago, and study at Valparaiso University, Columbia University, and the University of Iowa, Professor DeHaven went to Southwestern Louisiana Institute in 1910. She still fulfills the duties of chairman of the secretarial science division.

Professor DeHaven is a life member of the National Education Association and holds membership in other professional associations.



Keep Your Filing Class Alive With Interest

VERONA CLARKE JENKINS

HOW can you make your filing class alive with genuine interest? Probably the most effective way of creating such interest is to emphasize the student's personal need of a knowledge of filing. Make the objective of the class revolve around present applications of the principles of filing, not around just an assimilation of facts that the student visualizes as being useful to him only in some possible future situation in a business office.

The Filing Project

The most natural approach to this aim is the filing project. In our filing course, which is one semester long and includes both vertical and visible filing, each student is urged to select a topic that is of some personal interest to him and to maintain a file on it throughout the semester. The results have been so interesting that a part of the work of the classes of three semesters was exhibited during National Education Week in 1939. This exhibit was planned to show the public and the current class how filing can be an effective yet inexpensive individual aid.

The subjects chosen for the projects may be grouped in two classes: hobbies and vocational interests. Illustrating the first group, there were subject files on astronomy, gardening, the dance, knitting, cartoons, and humor (with professional comedians this is a vital file); an alphabetic music file; and geographic match-folder collections. Illustrating the files built around vocational interests were files on costume designing, newspaper library, filing, a recreational director's file, and a file for Girl Scout work.

One student who has an ambition to be a designer was overjoyed to be able to build a file that would aid her in achieving her goal. Since leaving school, she has been working for a stagecraft studio, where she does some designing and sewing and also uses her shorthand, typing, and filing knowledge. She reports that, because her work is general, her personal file is invaluable to her, and her materials are also used by other members of the staff.

Another student's file was the outgrowth of her Girl Scout activities. She plans to be a Girl Scout director. Another girl hopes to be a teacher. She recognizes that her file for our school newspaper has given her an opportunity to learn how to increase the effectiveness of a school paper, which she may later be asked to direct.

Another student, who expects to work in the business world, made her file not only for her own reference but also to submit to a future employer as evidence of her knowledge in filing, to help offset his criticism of her lack of business experience. One student learned how to organize a file by making a magazine subject file, which enables her to have at her command magazine articles that are useful in classroom work. These few examples of practical filing will give some

◆ *About Verona Clarke Jenkins:* Teacher in McKinley High School, Berkeley, California. Graduate of Linfield College, McMinnville, Oregon; graduate study, University of California, Berkeley. Formerly taught in Salinas (California) Union High School; while there, organized a successful class especially for low I.Q. students. Attended the International Shorthand Congress in London, 1937. Hobbies: psychology, photography, vocational research.

evidence of the enthusiasm that can be created in a filing class.

Equipment

The students will be more interested in making projects, too, when they learn that the work can be done for a nominal sum. With one exception, all the files were set up for \$2 or less. The files on astronomy, gardening, the dance, and knitting are housed in handy metal containers costing \$1.50 each. The smaller card boxes are inexpensive. The students cut their own guides for these card files from folders discarded by students in the typing classes.

A boy whose hobby was collecting match folders made his cabinet and guides at a cost of less than a dollar. The match folders were inserted through slits in the cards. Heavy cardboards a fraction of an inch wider than the cards were inserted behind every sixth or eight card to keep the file upright.

Two girls made their cabinets from boxes they obtained at the grocery store. One fashioned metal corners for her box in the art-metal class. Her expense for the box, paint, hinges, and sandpaper was 30 cents.

The student who planned the music file is the daughter of a cabinetmaker, who

PERSONAL INVENTORY

(This form is to be filled out and returned to the instructor preceding your personal conference regarding your filing project.)

Name Date

Address Phone Age

Education: High School

Year in School Major Minor

School Activities

Additional Education

Employer	Address	Specific Job Dates (from-to)	Why Left
.....
.....

Present Vocational Choice Reasons for Choice

Hobbies

Interests

Personal Assets

Instructor's Comments: Grade Attendance Days Absent

Project and Grade Other Comments: Handwriting

Ability to Follow Directions Initiative Personal Appearance

Poise Attitude Tact Ability to Get Along with Others

..... Grade of Skill in Other Commercial Subjects

.....

Remarks

constructed her file from plans she made in the classroom. This file won second prize at the State Fair in 1939.

In case some reader concludes that such enthusiasm must be the result of using the latest filing equipment in the classroom, let us say that the nearest thing to an actual filing cabinet in our classroom is the instructor's file, which consists of metal storage cabinets.

The Personal Inventory Sheet

I introduce the filing project early in the semester by exhibiting some of the projects constructed by the previous class. Next, the Personal Inventory sheet shown here is distributed to each member of the class. This inventory is designed to make the student appraise himself and his future possibilities for employment. When the sheet is properly introduced, most students will appraise themselves carefully, thus giving the instructor a more complete picture of each member of the class and clearer insight into the ambitions of each than he would have were he to study each student. The completed form, with the instructor's remarks, is a valuable aid later in recommending candidates for positions.

The completed form also enables the instructor to be of real service to the student in private consultations about the student's strong and weak points as an employee. The instructor should comment on the completeness of the student's self-evaluation. Say to the student: "Suppose this form were an application blank. Have you given yourself a chance at the job?" The student's present vocational aim may be influenced by work he has done or may be the outgrowth of his extracurricular activities or his hobbies, and the teacher may be able to enlarge his knowledge of branches within the field of his choice.

One of the main purposes of the inventory sheet is to show the student the necessity of evaluating his personal assets in relation to his vocation; or through an evaluation of his assets, to discover new fields of work. For example, no one should plan to be a surgeon who does not have steady hands, nor will a girl with bad facial eruptions make

much of a success selling beauty products. On the other hand, the possession of unusually beautiful hands might lead to an opportunity for becoming a model for commercial photography and general advertising work.

Several additional headings could well be included under Instructor's Comments at the bottom of the form. In a discussion of aptitude tests and tests for employment, Miss N. Mae Sawyer lists several important traits.¹

Vocational Counseling

The filling in of this inventory form should be followed by personal interviews in which the teacher should endeavor to help the student explore his vocational interests or his hobbies in preparation for his decision on his personal project. Guide the students to choose projects that are vitally interesting to them and that they will wish to continue after leaving the class.

While discussing one student's project with her, I learned from her Personal Inventory sheet that she had an unusually fine music background. This student had not realized that she might combine her music knowledge and her secretarial training in the fairly new position of music librarian in a radio station or in a large music store. Another student who was interested in medicine and nursing had not heard of the new work of medical records librarian.

Value for Nonindustrial Vocations

Students in schools in rural or suburban communities may have more vital interests for their filing projects than students in urban communities. One student, for example, reported that her father was a walnut grower, and she felt that she could help him by setting up a file for his business. Together, father and daughter organized the file.

Recently, the Future Farmers of America gave a \$500 prize to an eighteen-year-old boy as the "star farmer." This award illustrates the results that may be produced by a

¹ Sawyer, N. Mae, "Filing—A Real Clerical Job," *National Business Education Quarterly*, May, 1937, Volume V, Number 4, page 14.

personal emphasis on filing, for the Future Farmers program is a combination of theoretical knowledge and practical experience, both focused in an efficient system of record keeping, including filing.

In California, the State Bureau of Agricultural Education has developed in minute detail an indexing key² for filing. This key can be used uniformly for all publications and matters pertaining to agriculture. Students are taught how to set up their files according to this plan. Since the material issued by the State Department is already coded according to the indexing key, the student needs principally the knowledge of filing and finding and the ability to index and code the few materials he wants that are not issued through the state service.

Gathering Material

When the student has selected the field in which he wishes to make his project, he then assembles his materials. If he has no material, he must familiarize himself with the available material in the field. From the card catalogue and readers' guides in the library he can ascertain the scope of the field and determine the phase he wishes to study. He must then determine the sources from which he will collect his material. Remember, filing is not making a book report.

One of my students is interested in methods used to "sell" the public either products or movements. If she chooses the first, she will study advertising; if the latter, propaganda. If her final choice is propaganda, she may well limit her study to present-day propaganda as portrayed through cartoons. From reading an authority in this field, she will learn how to classify the cartoons she has collected and set up her file accordingly.

Classifying Material

Before beginning the final classifying of material, each student must submit a preliminary outline of his plan to the teacher.

²McCorkle, C. O., *A Manual on Teaching Materials, Filing Suggestions and the Indexing Key*; also, *The File Release*, published by the California Polytechnic School, San Luis Obispo, California, under the sponsorship of the State Bureau of Agricultural Education.

This outline will show the main guide headings, the subguide headings—if any—and the titles of the folders. In general, the main headings should be broad, which means that there will be a few main guides but probably many subguides. After the outline has been approved, the student may proceed with building the file. Final outlines of the completed projects should be filed for reference in planning future projects, to save the teacher's time.

As each student is building his file for personal use, he will seldom choose the same classifications as another. Also, since subject files are the most difficult to handle, if the teacher intervenes too much in suggesting titles for the guides, it will be the teacher's file; and the student will be at a loss when trying to locate his material, for the terminology on the guides will not be his.

A portion of the outline of the filing project on the dance, which won first prize at the California State Fair in 1939, is given here.

A PORTION OF A CLASSIFICATION OF A FILING PROJECT ON THE DANCE

Main Guide Titles	Subguide Titles	Folder Titles
Acrobatic		Cartwheels Acrobatic—Misc.
Ballet	Classical Companies	Classical—Misc. Covent Garden's Russian Ballet (formerly Educational Ballet Company) Littlefield Ballet Company Monte Carlo Ballet Company San Francisco Ballet School
	Schools	French Schools Italian Schools Russian Schools
	Toe	Patricia Bowman Ballet—Misc.
Ballroom	Exhibition	Astaire and Rogers The Castles Satiric Stuart and Lea Veloz and Yolanda Exhibition—Misc.
	Fox Trot	Slow Fox Trot Fox Trot—Misc.

[EDITOR'S NOTE: Miss Jenkins continues her description of her methods of teaching filing in the next issue of the B.E.W.]

Wondering AND Wandering



WITH

LOUIS A. LESLIE



GRAY is a charming color in many ways! Its charm lies in the fact that while it is not black, neither is it white; and while it is not white, neither is it black. In my wanderings, I am often torn 'twixt opposing factions of one or the other of our educational disputes. And most of the disputants seem to agree with G.B.S., who once said that the truth is best obtained by having the debaters allowed unlimited license—each to present his own side of the question with all possible prejudice. Also, they seem to agree with Stephen Leacock, who said that a half-truth in an argument usually carries farther, like a half-brick in a quarrel.

When we timidly suggest that Harold Smith believes that the important thing in the early periods of typing is the ability to make "right motions at right speeds" rather than to turn out tidy "budgets," the answer often comes back, "Oh, but we are interested in accuracy rather than speed."

Who isn't interested in accuracy? Is it reasonable to suppose that a typist of the great skill that is Mr. Smith's would knowingly recommend any procedure that would result in inaccurate typing? He knows that the international typewriting championship was won one year by a margin of one error. But he also knows that it is not economical, it is not psychological, to require the same degree of accuracy in the early periods that will be required at the end of the course.

But no, it is natural to pass at one leap

from the shining whiteness of one's own work to the Stygian blackness of any other method. It is much easier to throw a half-brick by saying, "But if you don't require good copies, they will get speed at the expense of accuracy." Wait, though! Isn't it possible that Mr. Smith thought of that, too? Isn't it likely that he provided for just that contingency? Isn't it possible that he planned the course to get the most economical and efficient learning at each stage of the work, increasing the demand for accuracy slowly as the pupil's ability to give it economically increases? Of course that is the case.

Let us be careful in our judging of distinctly new teaching techniques. Perhaps at first they may seem odd to us. In that case, instead of heaving the half-brick immediately, let us consider the source from which they come.

• • In the *Canadian Gregg News*, youngest member of the family of Gregg magazines, I find something on typing from which I am going to quote because it describes so well a typing procedure that has always been a favorite of mine and that relatively few teachers seem to have used. It is taken from a reprint of a talk given at the tenth annual meeting of the Canadian Gregg Association by Miss M. H. French, of the Central Technical High School, Hamilton, Ontario. In speaking of the first stages of typing, she says:

I tap out the time with a little metal paper knife on my bell. It is a clear, sharp sound. It enables me to start and stop quickly with none of the waiting for music that goes with running a phonograph. I can start slowly and accelerate the speed as they write. Then, when I feel they are doing what I want, I stop tapping, and have them practice at their own rate, still encouraging them to write evenly.

It is the flexibility of this device that has always delighted me especially. If the teacher is at all sensitive to the feeling of the class, she can carry the majority of the writers up to high stroking rates by increasing the tapping imperceptibly. By using the bell tapping, it is possible to get a sound that carries through the noise of the typewriters without necessarily being loud.

When using this device myself, I some-

times carry the stroking rate to the point that some of the class begins to break, then gradually decrease the speed until all the pupils are together again.

This is not to discard the phonograph. The phonograph record with stirring music will do things to a group that no amount of tapping can accomplish. With an advanced class, some of the wilder swing records will sometimes get amazing results—if the teacher can stand it!

- • On the editorial page of the *Star-Telegram* of Fort Worth, Texas, recently appeared the following:

Observance of 25 years of unbroken service is the honor earned by District Judge Bruce Young and Court Reporter Dudley Kent. The members of the local bar provided the program of felicitation given the pair on the anniversary date. A quarter-century of public service rates as news.

It is encouraging to all shorthand writers to see such fine recognition of the value of the shorthand reporter in the proceedings of the court.

- • Some teachers ask why we don't calculate transcription speed by 5-stroke words. There are, of course, mechanical difficulties that would make this plan troublesome. Actually, it isn't really necessary, because our dictation material is counted in "standard words" at the rate of 1.4 syllables to each standard word. This works out very close to the 5-stroke typing standard word and gives us the additional convenience that the transcribed letter has the same number of words as the dictated letter. Otherwise, we should have to use two slightly different figures, and the difference would be just enough to be a nuisance without being large enough to be at all significant.

Some teachers wonder what deduction to make for incorrect words in the transcript. The present-day view is that an unmailable transcript is worthless. If the class is even close to making mailable transcripts, the pupils are necessarily making so few errors that no penalty deduction is necessary. Therefore, in computing transcription speeds, as a matter of convenience, I use the gross number of words in each completed letter with-

out attempting to deduct in each case the one or two or three words that may be incorrect. If many words are incorrect, that's a sign that the dictation is probably too rapid or else that the thought content of the letters is too far over the heads of the pupils.

In the matter of transcription speed versus production speed, it may be necessary to make a distinction between the two figures. Some teachers, when timing transcription, time the pupil on the completion of a single letter from the "dear sir" to the "yours truly." That is, strictly speaking, transcription speed. Other teachers (me, too) time the pupils for a longer period—30, 40, 50, or 60 minutes. If the pupil completes 800 words in 40 minutes, he is given credit for 20 words a minute. That is, properly speaking, production speed, because it includes the time required for handling envelopes and carbon paper and letterheads and all the other time-wasting things included in the transcribing process when more than one letter is transcribed at a time.

I have always felt that this production speed is the only fair measure of transcribing speed, and therefore I have used the expression "transcribing speed" to mean what is really production speed. From this loose use of expressions, some misunderstandings have resulted. Can't we agree that transcribing speeds will be figured on nothing less than 30-minute production periods? That would give each school a figure that could be compared with the figures from other schools.

At present the failure to realize the difference between transcribing speed and production speed leads to considerable misunderstanding. It isn't unusual to find a transcribing speed on single letters of 40 words a minute and even better. It is distinctly unusual to find real production speeds of 30 words a minute or better under high school conditions. It has been my own experience that a range of 20 to 25 words a minute of production speed is very good, bearing in mind that this is for the production of mailable letters—letters that can be signed and mailed after they have been produced at the rate of 600 to 750 words in a 30-minute period.



Personality As the Development of Social Skills

LOUIS P. THORPE, PH. D.

PERHAPS the best way of acquiring a good personality is to learn in an active way the social attitudes and skills for which well-liked people are noted. In addition to improving our poor qualities, we can acquire the ways that people with fine personalities have of dealing with their acquaintances.

We know, for example, that popular persons are, as a rule, friendly, sympathetic with their friends' problems, enthusiastic about doing things, and usually cheerful. These are qualities that stand for definite things that one does and that can be learned step by step by the young man or woman who means business.

Socially desirable ways that make one liked are, of course, those that turn the energy of the individual outward into channels of action in behalf of other people. Such actions are the opposite of the way of self-concern and inaction. There are perfectly natural reasons why we prefer persons who remember our names, who send us cards on our birthdays, who ask us how we are getting along, and who are willing to help us whenever they can. We like such people because they have generous social tendencies that make us feel that we are worth something, that we have real value in their eyes.

There is no secret about why some people are regarded as having such good personalities. The executive who, while expecting honest work from his office employees, shows a sincere regard for their needs and problems is invariably well liked. His staff call him a "good scout."

In fact, it is a common observation that well-liked people are those who show an

interest in the problems of even their casual acquaintances, such as newsboys, elevator men, office clerks, barbers, and the proverbial milkman. It would surely pay unpopular people to learn these simple but important social skills *whether they feel like it or not*.

Good personality involves such extroverted (out-turned) interest in the well-being of people. Psychologists have learned that unhappy individuals are the very ones whose extreme self-concern has prevented them from developing the warm social outlook described.

Dr. Henry C. Link, of the Psychological Corporation, New York City, has reported what appear to be the qualities of personality possessed by a large number of high school students who made excellent scores on his "Personality Quotient" test. The youths in question rated approximately as follows:

1. Those who used a reasonable amount of their energy during the day in constructive sports and games, and who slept well at night as a result, made higher personality

◆ **About Dr. Thorpe:** Degrees from Emmanuel Missionary College and Northwestern University. Assistant professor of education, University of Southern California, Los Angeles. Charter member, American Association for Applied Psychology. Author of a recent book, *Psychological Foundations of Personality*, and many articles on educational psychology and mental hygiene; co-author of a personality test. Interested in clinical work with adult personality problems. Formerly: professional musician; principal of private secondary school; clinical psychologist, White Memorial Hospital, Los Angeles.

scores than did those who were not physically active.

2. Students who took part in school activities—musical organizations, dramatic plays, and clubs of various kinds—were more extroverted and socially effective than those who avoided these activities continually in favor of such inactive hobbies as reading and listening to the radio.

3. Young people who belonged to social organizations earned higher ratings on the personality test than did others. Students who attended Sunday school and whose parents make a habit of going to church also tended to make excellent scores.

4. Youths who were sociable, who enjoyed mingling in groups, who introduced people to one another, who paid well-worded compliments on appropriate occasions, who were careful about hurting other people's feelings, and who avoided what is commonly called "frank criticism" were almost always high on the various personality tests.

5. High school students who enjoyed mixed parties, who had learned to dance, who found wholesome pleasure in social affairs, and who were inclined to associate to a reasonable extent with members of the opposite sex made higher personality scores than those who cared little for any of these things.

6. Those who were willing to work at various jobs in order to help support themselves had much better personalities than did those who refused to work when they did not feel like it. (The latter Dr. Link called "gimme" youths.) Willingness to help the family financially is a very important factor in personality.

7. Boys and girls who had definite moral standards, and who would frequently do unenjoyable things because they were right or because they were expected, were much higher in the personality ratings than were the unpopular youths who would do only what they pleased and when they pleased. The conscientious boys and girls also possessed the fine qualities of being friendly with people whom they disliked, and of staying by tasks even at the expense of their fun.

From this list of qualities and social skills we can see about what the personality of a desirable high school or younger college student is like. Such a person is (1) active physically, (2) sociable, (3) friendly, (4) interested in community organizations, (5) attracted to persons of both sexes, (6) willing to work, and (7) much inclined to be both diplomatic with people and respectful of moral and ethical codes.

These are excellent qualities and represent a pattern of personality that all of us might well try to achieve; they are effective in the business world if used with sincerity and discretion. Employers everywhere are looking for applicants with such qualities.

The reader can easily see why a person who has the majority of the seven aspects of personality just described is happy within himself and popular with people. But what is more important is the fact that *the qualities and skills involved are the kind that can be singled out and learned like any other skills.*

In short, any student who so desires can use the seven points (and others similar to them) as a personal program of improvement. Step by step and point by point he can practice the various skills involved. This is why we are so sure that good personality can be developed. Such development is a matter of doing certain desirable things that can be understood and learned. There is no mystery about the matter.

The builder of personality may begin, for example, by paying an occasional sincere compliment to someone who has done well. He should also substitute thoughtfulness of his friends' problems for the more self-centered "frank" criticism. He should then go on developing cheerfulness, good humor, and sociable ways at school gatherings and with his teachers.

In connection with these personality exercises, the student should always make it a point to do what he can to contribute to whatever school work or program is being carried on. Under no circumstances should one who is trying to improve his personality go to social or school affairs for the purpose of seeing what he can get out of them in the way of profit or fun. Good personality

is not won that way. Well-liked people are those who extrovert their interests and *give* to the welfare of the group. This is really the heart of the problem of good personality.

Psychologists have found that well-liked young people are those who are fair and generous to people whether they feel like it or not, and who are willing to deny themselves frequently for the good of their school or other institution.

Personality building will be a different problem for every individual. Some will profit greatly by learning to play a musical instrument (as many have) or by going in for some form of athletics. Both these skills bring their possessors into interesting activities with other people and thus offer fine opportunities for personality development. Other students may need to improve their dress, their manners, or their attitude toward members of the opposite sex. Still others may well begin to earn part of their expenses, become more independent in planning their careers, or learn to stay by their duties even when these interfere with pleasures.

Business-education students might well begin practicing the active social abilities that are regarded as essential to success in business relations. These would include, in addition to some of the skills just mentioned, regard for the welfare of an employer's business, willingness to adapt one's self to various working conditions, and diplomacy in dealing with the people upon whom the success of a business depends.

Some development schemes emphasize hopeful thinking and a desire to succeed. Other plans encourage action without a goal or objective. Our suggestion of building personality through the development of social skills is based on both a program of action and a picture of what a fine personality is like. The only difficulty with such a plan is the unwillingness of some persons to attempt it. The program never fails, but many introverted people find it hard to give up their self-centered attitudes in favor of generous and friendly actions.

Some individuals are inclined to make fun of social skills on the pretense that such

actions and attitudes are beneath them. When they do this, they are giving themselves away as having poor personalities, but as trying to cover up that fact.

Those who work pluckily on, learning one skill after another until they have overcome the original feeling of self-consciousness, soon find both their popularity and their happiness improving. *The important thing is to make a real start and then to do something active and constructive every day.*

—

WILL your school celebrate during this year the anniversary of one of the most important events in world history—the 500th anniversary of the invention of printing from movable type? This year also has been set for the celebration of the 400th anniversary of the introduction of the printing art into the New World.

To teachers of business subjects this double celebration holds special interest, because printing is a part of every business and is, in itself, both a business and an art. A study of printing would make an excellent contribution to the school bulletin board or to commercial club programs, and as the basis for a project in almost any school course, academic or commercial.

You can fire the imaginations of your students by reminding them that Benjamin Franklin, that grand old wise man of American history, with all his distinguished service in domestic and foreign affairs, was so proud of his original occupation that he prefaced his own tombstone inscription with the words, "B. Franklin, Printer."

—

Why Not Send for These?

THE Radio Calendar, a poster listing all nationally broadcast radio educational programs not commercially sponsored, has been issued by the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D. C. Single copies free.

The *Service Bulletin* of the Federal Radio Education Committee (of which the chairman is John W. Studebaker, U. S. Commissioner of Education) has published its first issue. Purposes of the *Bulletin* are to serve as a clearinghouse for ideas, techniques, and research in radio education, to advance the work of the Committee, to keep educators and broadcasters informed about one another's activities. Subscription is free. Send request to the Federal Radio Education Committee, United States Office of Education, Washington, D. C.

BEULAH E. BUTTERFIELD

[Mrs. Butterfield, of Honolulu Business College, Hawaii, has had to face some unusual problems, which her office experience has helped her to solve.]

I TEACH accounting and commercial law in the Honolulu Business College in Honolulu, Hawaii. This being the cross-roads of the Pacific, almost every nationality is represented in our school. Especially is business experience of great advantage to a teacher or instructor here.

There is no better way to learn man's true habits or traits of character than through business contacts. Social contacts will not give one this knowledge, for man is in a different world then and acts differently in his social life.

A teacher here has to learn the different nationalities, and to know how to impart knowledge to them in a way that will at the same time win their good will and confidence.

During my experience I have met and studied many businessmen here in our city. I know exactly what they want when they send to us for an employee. I also know my students and know exactly the ones that would suit in their offices. Without my business experience I would not have this knowledge.

J. L. HARMAN

[J. L. Harman, president of the Bowling Green College of Commerce, Bowling Green, Kentucky, believes that business experience for business teachers is impractical.]

BUSINESS experience for commercial teachers has been discussed the last few years in magazines and conventions, but no one has defined the beginning or the ending or the nature of such experience. The plan is impossible because there are too many levels of business and, therefore, too many levels of experience in business. Who is to say how much experience a teacher is to have, where it is to be obtained, when it is to begin, and when it should stop? Businesses giving such experience would have to be graded as are colleges.

How much experience would the experi-

The Value of Business

A Symposium of Replies to the Following Questions

"Upon What Meat Do Teachers Live?"

(A reprint of the November, 1934, issue of the *Journal of Business Education*)

HARDLY a commercial-education convention made that commercial teachers would be given more experience. Usually the statement is made that business experience, probably at the beginning of his career, is less correctly—that their business experience would be less successful.

We know many excellent business teachers who have been *superexcellent* teachers if they had more business experience as the term is usually interpreted.

We wish, nevertheless, that some business teachers would use, in very simple language, set forth the business experience has made to his teaching knowledge, etc.

Then the less fortunate ones (if they be) who possess these assets as they find they do not already possess them, they will cease grieving over a lack of

experience advocates demand and in what business and at what age?

Some of the greatest teachers of music never led an orchestra or sang in grand opera or gave a concert. Some of the noted teachers of architecture never erected a classic structure. Some of the eminent teachers of art never produced a great picture or statue. Many of the teachers of medicine and the authors of medical books were not successful practitioners.

The subject gives opportunity for idealizing, but it is too impractical to receive general consideration. If a teacher becomes a part of business long enough to understand thoroughly business and business methods, he is likely never to return to the classroom.

[Whether or not we agree with Mr. Harman's arguments, we are probably all glad to see signs of life in the other camp. If silence truly means consent, one must conclude from the letters received thus far that business teachers almost unanimously agree that business experience has definite value to the teacher, since those who are teaching without benefit of outside experience do not challenge the claims made for it.]

Business Experience

Following B. E. W. Editorial (Continued)

... Our Caesar Feed . . ."

November, 1939, editorial)

conference passes without the statement being made that a better teacher if they had more business experience is a better teacher who has had some business experience. Such teachers think—doubtless—made them better teachers and that without it

never, who have not had an hour's business experience, possible, of course, that these teachers might have business experience.

Teacher with business experience would take pen and paper to specifically the beneficial additions that business experience—habits, attitudes, appreciations, skills,

be fortunate) can take steps to acquire such of business. If, perchance, they find they *do* already have it, that does not exist. . . .

C. D. ZICKEFOOSE

[Mr. Zickefoose, of the public schools of George, Iowa, makes two statements of general, practical interest.]

REGARDLESS of my college training in accounting, any work that I started in an office had to be mastered in itself. I realize how far from the natural situation my business training has been. I appreciate the unrelated preparation with which aspiring young college graduates come into an office and settle down to the task of making a living in bookkeeping. I appreciate all too well the fact that the office is the lowest paid department of the business and I tell my bookkeeping students just that. . . .

I have yet to mention the most valuable beneficial addition to my teaching equipment and that has to do with obtaining a position. I have found that my employers are business people, not teachers, and controversial as you may try to make the supposition appear, more often than not these folks will agree that business experience makes a better business teacher. At least

they are quite easily convinced on the subject. My fellow teachers will find it definitely to their advantage to avail themselves of this valuable talking point when they go out to sell themselves to the average board of education.

J. L. BRIGGS

[J. L. Briggs, of East High School, Rochester, New York, tells us exactly how business experience has helped him in teaching.]

SOON after I began teaching commercial subjects, I was employed during four consecutive summer vacations in three different business offices. I have spent many week-ends and part of some vacations since then installing bookkeeping systems and auditing books.

The first two summers, I worked on the production records of a medium-sized manufacturing corporation, where I learned the origin and use of purchase requisitions, production orders, stock requisitions, receipts for materials and finished goods received in the stockrooms and shipping department, and how perpetual inventories are kept by entering these vouchers in the stock records. This information was indispensable for writing several manufacturing accounting problems and a manufacturing set which I have used in my advanced classes since. By using these papers, I acquired a knowledge of the details of their use that I never could have acquired by reading, and have frequently used it since for the enrichment of class instruction.

The next summer was spent in the accounts receivable department of a large, nationally known manufacturing corporation, which offered the long-desired opportunity to learn the sources of the postings to the customers accounts, how the customers ledgers are divided, how they are checked with the controlling accounts, where the credit department gets its information about delinquent customers, and the remedies it administers to encourage payment.

The regular employees were very willing to answer questions and explain procedures, and I was especially aided by the generous attentions of an assistant credit manager,

who frequently said: "I think you are interested in this," and would thereupon explain some point of law or particular procedure in the work of his department. I believe that teachers will find this generally true, that business executives and employees are quite willing to give any information that does not involve business secrets.

I know of no source other than similar business experience where I could have acquired this detailed information about the use and handling of vouchers, collection letters, personal sight drafts, voucher checks, and the importance of posting daily to the customers accounts.

The last of these four summer vacations was spent with a firm of public accountants, where I learned much about auditing procedure and adapting the accounting system to the needs of the business. This experience enabled me to take up the practice of accounting in a small way quite successfully.

All this outside work has constantly contributed to my business knowledge and thereby increased my skill in presentation and kept my interest keen. Confidence in the teacher and respect for him are prerequisites to learning, and one sure means of keeping these essentials at 100 per cent is to have a rich fund of information from which to answer promptly and truly the many practical questions that interested pupils will raise.

Alice Sternberg

[Miss Sternberg, of Central High School, Kalamazoo, Michigan, believes that one of the principal values of her business experience is that this experience puts the teacher on the same level with the student.]

I have sensed a feeling of common interest between myself and my students when speaking of personal experiences. I feel, too, that this feeling is sensed by them, though unexpressed. I attribute this mutual understanding to the fact that a teacher who acknowledges that she is in the "earn-a-living" class puts herself on the same level as that of the commercial student. Too many students feel that teachers are different—they never have had the problems that the students do. When I tell of my first experience in applying for a position,

I like to tell that I still believe it was my handwriting which decided the employer in my favor. I feel sure that no one feels I am boasting when I relate the incident. They listen attentively and, I believe, will profit by my experience. . . .

Sister M. Gregoria

[Sister M. Gregoria, of Mundelein College, Chicago, is very decidedly of the opinion that her own business experience added much to her teaching ability.]

To the challenge—does business experience add to teaching ability?—I think the answer is decidedly in the affirmative. From the memories of sixteen months' experience in the personnel office of a large manufacturing concern, personal experiences constantly come to my aid to facilitate understanding and increase interest in the principles being discussed in the secretarial classes.

From my pedagogical training I never realized the importance of understanding routine. To be able to explain to students from your own experience the meaning of each department through which an invoice passes from the time of its origin either by a telephone call or from correspondence, to the completion of the order by delivery to the customer, makes routine purposeful.

Experience with the unreasonableness of customers, and sometimes of business associates, and a comparison of the students' solutions with the more tactful ways in which the situations were actually handled, give secretaries-to-be a mature point of view.

The executive's point of view prompts me in everything I teach. Tardiness and delinquency in work are considered a lack of responsibility; output of work in the department is graded according to a salary scale instead of an academic rating. Traits of personality, which would annoy in an office but go unnoticed in school, are continually brought to the attention of the students. Toleration and respect for differences in religion, nationality, social prestige, and degrees of intelligence are emphasized by instances from personal experiences as to the way these differences fit into the economic scheme of things and need not interfere with one's happiness.

To emphasize the value of culture and education, I have related to my classes with what high regard my employer treated me after he had discovered that I attended the opera and that it was my favorite pastime.

To the question which I invariably ask graduates after they have had some experience—"What could I have taught you in school that would have helped you now?"—each year I get fewer and fewer suggestions and quite often they refer to experiences of theirs being similar to mine, such as what to do with a person who does not know how to use a secretary, has no sense of organization, handles routine matters in a topsy-turvy way, blames the stenographer for his mistakes, or takes a dislike to you either through jealousy or irritation.

Finally, I am inspired and motivated by the ideal that everything I do for the students while in school will make that ghastly transitional period, through which all have to pass in going from school into business, less discouraging, less petrifying, and less apt to destroy initiative.

[Several ideas not included in the foregoing letters came through in form not directly quotable. We summarize them briefly.]

1. In a business office the teacher has learned at first hand a great deal about individual differences in ability and temperament. Because she has seen that a salesman and an accountant, for example, usually differ in temperament and cannot be expected to share the same views, she is more likely to attempt to understand students individually and not to attempt to mold them into one type of person.

2. The teacher with business experience is more likely to think of her job in terms of the work accomplished each day.

3. Because there is no such thing as "office atmosphere," each office having its own atmosphere created by those working in it, the business teacher who has known office life is likely to be skeptical about neat little plans to recreate office atmosphere in a schoolroom.

[Many of the thoughts contributed to this symposium are controversial in character. Several writers admitted this frankly, and they pointed out the dangers of generalizing from limited ex-

perience. It is significant, however, that almost every letter received in answer to this question of the value of business experience testified to the fact that practical experience in business gives confidence in teaching and commands the respect of parents and students.

To paraphrase a witticism: A good teacher without business experience may know, but knows not that she knows; a good teacher with successful business experience knows, and knows that she knows.]

(To be continued)

MUTUAL Problems of Business and Schools" was the theme of the program when the Hadley Vocational School, St. Louis, was host to the St. Louis chapter of the National Office Management Association, on January 18.

The main features of the discussion were as follows:

1. Members of the National Office Management Association, as citizens, have a direct interest and investment in the public schools.

2. Schools are in the dark as to what constitutes a clerk.

3. There is a lack of information regarding jobs.

4. The belief exists that most unsuccessful clerical workers lose jobs because of inadequate personality traits.

5. The demands of business are not uniform; this is likewise true of the products of the schools.

The speaker for the office managers' group discussed each proposal and endeavored to interpret the attitude of business as it pertained to these proposals.

THE Business Education Department of the Northeast Missouri Teachers' Association is an example of a small association which is at work meeting its own problems. Although the membership of 135 is scattered over an area of 10,000 square miles, the members are undertaking to work as a unit, much as a group might do in a city of an area of 50 square miles.

The members meet three or four times a year and discuss their problems. They have made their own proposals for a curriculum in secretarial studies and have published in mimeographed form *A Secretary's Handbook* and various teaching units for a secretarial course.

A five-woman committee from this group has undertaken the writing of the state course of study in secretarial practice.

Officers of the Department are Maurine Ballance, Kirksville, chairman; Virginia Mileham, La Belle, secretary; and Ruth Roberts, Kirksville, treasurer.—Dr. Paul O. Selby, Professor of Business Education, Northeast Missouri State Teachers College, Kirksville.



R. C. GOODFELLOW
Secretary



P. MYERS HEIGES
Treasurer



CLYDE B. EDGEWORTH
Executive Board



EDWARD P. JENISON
Executive Board



PETER L. AGNEW
President

ATLANTIC City, famed for its convention facilities, will welcome the members of the Eastern Commercial Teachers Association to the Hotel Ambassador on March 20, 21, 22, and 23 for the Association's forty-third annual convention. The theme for the convention and the *Yearbook* will be "Contribution of Business Education to Youth Adjustment." An excellent program, as outlined below, has been planned. At each of the section meetings, an employer, a director of business education, and a classroom teacher will discuss the problem.

THURSDAY MORNING, MARCH 21

Official opening: Address of welcome, Arthur S. Chenoweth, superintendent of schools, Atlantic City; response, Conrad J. Saphier, vice-president of E.C.T.A.; president's address, Peter L. Agnew, New York University; address, "Skills and the Good Life," Hon. T. V. Smith, Congressman at Large from Illinois, and University of Chicago faculty member.

THURSDAY AFTERNOON

Commission on Business Education—Panel Discussion. Director, Clinton A. Reed, chief,

Eastern Commercial Teachers Association To Hold Forty-Third Annual Convention Atlantic City

Bureau of Business Education, State Department of Education, Albany, New York. Chairman, John G. Kirk, director of commercial education, Philadelphia. All the members of the Commission will participate.

THURSDAY EVENING

Banquet, reception, and dance. Speaker, Dr. Amos O. Squire, Medical Examiner for Westchester County, New York.

FRIDAY MORNING, MARCH 22

Section Meetings

"The Secretarial Field and the Youth Problem." Director, Katherine W. Ross, Boston Clerical School. Chairman, Mrs. Agnes Craig Seavey, Auburn School of Commerce, Auburn, Maine.

"The Accounting Field and the Youth Problem." Director, Harry I. Good, associate superintendent of schools, Buffalo, New York. Chairman, Bernard A. Shilt, supervisor of commercial education, Buffalo, New York.

"The Clerical Field and the Youth Problem." Director, Clyde B. Edgeworth, supervisor of commercial education, Baltimore. Chairman, Charles W. Dudderar, senior commercial instructor, Boys' Vocational School, Baltimore.

"The Distributive Occupations and the Youth Problem." Director, R. G. Walters, Grove City College, Grove City, Pennsylvania. Chairman, Herbert E. McMahan, State Teachers College, Bloomsburg, Pennsylvania.

"The Private Business School and the Youth Problem." Director, Edward P. Jenison, treasurer, Becker College, Worcester, Massachusetts.



CLINTON A. REED
Executive Board



R. G. WALTERS
Executive Board



KATHERINE W. ROSS
Executive Board



HARRY I. GOOD
Executive Board

Teachers Association Annual Convention March 20 - 23, 1940

12:30 p.m. Delta Pi Epsilon luncheon. Director, M. H. Freeman, West Side High School, Newark, New Jersey, president of Alpha Chapter, Delta Pi Epsilon.

FRIDAY AFTERNOON

Panel Discussions

Elementary Business Training and Business Arithmetic. Director, Clinton A. Reed. Chairman, Charles E. Cook, director of business education, Rochester, New York.

Bookkeeping and Accounting. Director, Henry I. Good. Chairman, N. B. Curtis, director of business education, State Teachers College, Shippensburg, Pennsylvania.

Shorthand and Typewriting. Director, Katherine W. Ross. Chairman, Myrtle Hensor, head of commercial department, Princeton (New Jersey) Junior-Senior High School.

Social Business. Director, Clyde B. Edgeworth. Chairman, Dr. Noel P. Laid, professor of economics and business administration, Franklin and Marshall College, Lancaster, Pennsylvania.

Office Practice. Director, Conrad J. Saphier, Samuel J. Tilden High School, Brooklyn. Chairman, Charles W. Hamilton, assistant in secondary education, department of public instruction, Trenton, New Jersey.

Distributive Occupations. Director, R. G. Walters. Chairman, Herbert E. McMahan.

Private Business School Section. Director, Edward P. Jenison.

FRIDAY EVENING

6:30 Dinners sponsored by organizations.

CONRAD J. SAPHIER

Vice-President



8:30. Entertainment provided by the local committee.

8:30. Teachers College, Columbia University, dinner. Director, Dr. Hamden L. Forkner, associate professor of education.

SATURDAY, MARCH 23

10:30. General meeting. Speaker, Hon. A. Harry Moore, Governor of New Jersey.

11:30. Business meeting. Drawing for prizes.

Special low hotel rates have been arranged for E.C.T.A. members, who may remain over Easter at these rates if they register on or before Thursday, March 21.

Membership dues of \$2 may be sent to the treasurer, P. M. Heiges, 77 Beach Street, East Orange, New Jersey. Members receive the *E.C.T.A. Yearbook*, annual publication of the Association, in addition to the many other advantages of membership.

The report of the E.C.T.A. Commission on Business Education will be a feature of the 1940 *Yearbook*. Wallace B. Bowman, head of the commercial department, Senior High School, New Rochelle, New York, is editor; Dr. Foster W. Loso, director of commercial education, Elizabeth, New Jersey, is assistant editor.

The B. E. W. Annual Project Contest

No Entrance Fee—Closing Date: April 13, 1940

PRIZES: 6 silver trophy cups for schools; 12 cash awards for teachers; 96 cash awards for students.

CONTEST DIVISIONS: Bookkeeping; Business Fundamentals; Office Practice; Business Personality; Business Letter Writing (secondary schools); Business Letter Writing (colleges).

ENTRY: Absolutely free. Any class with ten or more students is eligible to enter.

CONTEST MATERIAL: The February B. E. W. contains the complete contest material and rules for participation. If you do not have a copy of that issue, send your request for complete B. E. W. contest material and full information to: Department of Awards, The Business Education World, 270 Madison Avenue, New York. Hurry!

A Letter from a B. E. W. Contest Winner

EDITOR'S NOTE—Until we received the following letter from Sister Mary of St. Andrew, whose students in the House of the Good Shepherd, Wauwatosa, Wisconsin, won a first prize in the 1939 B.E.W. Project Contest, we had not thought of the projects as a social force. This teacher's experience should be particularly encouraging for teachers whose classes do *not* present special problems.

OURS is a home and training school for underprivileged or neglected girls. Only after other agencies fail to enkindle in them proper social attitudes do they come to us. They are handicapped always, in one way or another. Past experiences and unfortunate environment contribute generously to engendering a marked distaste for classroom work of any type.

In the majority of cases, when our case worker broaches the subject of school, she is told they detest arithmetic, or that they can get everything but arithmetic. Many of this type eventually—and often reluctantly—are directed to my schoolroom.

At this point I should like to digress. I was taught that there are such things as laws of learning, and from my own experi-

ences of recent years I know that the B.E.W. projects embody within themselves each one of these laws.

Aware of my students' dislike for anything involving figuring, I precluded my introduction to our general business text with a little talk about the B.E.W. projects in Business Fundamentals, and showed the students the attractive certificates they might earn by solving them.

With the projects to look forward to, it was not difficult, during the month of September, to keep up their interest as we went through the text in a more or less routine manner. When the projects finally arrived, in October, they were hailed with delight. After that we no longer went through the text in the customary manner, but skipped around to the chapters dealing directly with the kind of information needed to solve the problem.

Of course, these girls were eager to get as much knowledge as they could in as short a time and with as little trouble as possible. It was a simple matter, too, to brush up their knowledge of fractions and decimals, which seem to have been the bugbear of their grammar-school days. Was

not the Law of Readiness working here?

Another good point about the projects is the influence they had in stimulating interest in rather difficult typing problems. The girls in the advanced class always typed their projects, which made the beginners intensely desirous to learn tabulation.

None of the projects was exactly easy to set up on the typewriter, and many times the finished product was unsatisfactory. Papers were always held up for criticism, and this developed in the girls a feeling for balance and a keen appreciation of artistic typing. They refused to let a project go that did not come up to a fairly high standard, and at their own request spent many hours after school typing them. Was not the Law of Exercise in evidence here?

That the Law of Effect, or the feeling of satisfaction the student experiences in his work, was brought into play is strongly evidenced by the fact that the six students in my advanced class either remained on in the school beyond the time of their commitment or refused parole consideration in order to complete the course and get the quota of certificates. This is remarkable, considering that when they were brought to us they were not any too eager to accept our hospitality.

A question the girls often ask is, "Will

these certificates really help us get a position after we leave here?"

And the reply is "Yes."

I cite an instance of one girl who last summer obtained a position on the note I had written at the bottom of a report of her grades: "This girl is a member of the class which won first place in the national Business Fundamentals Project Contest sponsored by the BUSINESS EDUCATION WORLD of New York City."

The man who employed her has visited us since with a group of businessmen. As they passed through the schoolroom, he held up the trophy cup and told them he is employing one of the girls who helped win it, and that she is what he calls a "clever typist." As a result of this, we believe that anyone we may recommend to these men for positions will be regarded favorably.

First and foremost, the work of the Sisters of the Good Shepherd is to restore the opportunity of rehabilitation to those members of society who have been placed in unfortunate circumstances. The B.E.W. projects have been of unbounded assistance in maintaining enthusiasm in our school work, thus keeping these girls within the range of our influence longer than might ordinarily be the case.

Questions About the Contest Answered by the Examiners

Question. How much help may I give students in the contest?

Answer. Teachers often ask this question. There is no set answer. We recommend class discussion of new principles involved, and a preliminary grading by the teachers so that obviously inadequate papers may be brought up to standard. You would not identify errors individually, of course, but would tell the student that they exist and let him find and correct them.

Question. Is there a limit as to how much time to give students for working the contest projects?

Answer. No, except that all entries for the contest must be postmarked not later

than April 13. Students may spend as much time on their papers as they wish before that date.

Question. Must all work on contest papers be done during class periods?

Answer. This decision is entirely up to the teacher. Work may be done during class, at home, or in both places.

Question. May entries be rewritten?

Answer. Yes, and be sure to have students keep a correct (although not necessarily perfect) copy.

Question. Must students use the forms illustrated in the projects?

Answer. Yes.

Self-Test on Shorthand Theory

No. 9 and Last of a Series Prepared by LEONARD TRAP

Chatham, Ontario, Canada

EDITOR'S NOTE—It is suggested that teachers and teachers in training ask themselves these questions that Mr. Trap asked himself in learning shorthand. The figures following the questions refer to the paragraphs in the Anniversary Edition of the Gregg Shorthand Manual.

THE CONSONANTS

(Continued)

How is the *ses* sound expressed? When, in rapid writing, the first *s* in *ses* becomes obscured, how is the plural nevertheless clearly indicated? (52)

What letter at the end of words or within them is expressed by a slightly modified *s*? And how is the plural of such words formed? (57)

How is the plural formed of words ending in a circle reversed to express *r*? (74)

How is the plural formed for the brief form *tell*? (60)

In phrases, how is *as*, when repeated, expressed? Which *s* is used at the beginning, and which *s* at the end of the phrase? (85)

How is the combination *us* written? In phrasing, how is the word *us* modified? (93, 222)

What disjoined suffix is expressed by a left *s*? (106)

In what kind of words is *s* reversed? (164)

How is *s* used with figures? (206)

What joined suffixes are expressed by *s*? What joined suffix by *ses*? (170)

For what joined prefix is *s* used? Right or left *s*? When is it written contrary to rule? When is it disjoined? Where is it placed when disjoined? Is it, in that case, a right or a left *s*? (183-185)

For what word-beginnings is *s* used? Joined or disjoined? Right or left *s*? (214)

What other word-beginnings are expressed by *s*? Joined or disjoined? Right or left *s*? (214)

For what word-beginnings is *ses* used? Joined or disjoined? (214)

What word-ending does *s* express? Joined or disjoined? Right or left *s*? (230)

What is the sign for *sb*, and what is it called? (34)

What words does it express? (34)

What suffix is expressed by this character? (58)

In what terminations is the vowel omitted before this suffix? (199)

What word-beginnings does it express? Joined or disjoined? (214)

How is the word *short* written? (219)

What is the sign for *b*? (2)

Where is the sign for aspirate *b* placed? (2)

What articles does it express? (2)

How is the sign for *b* used in marking vowels? (8)

What does the sign represent at the end of a word? (3)

What suffix is expressed by this sign? (54)

How is *a* expressed in words beginning with *a-b* or *a-w*? (100)

How would you write *a dollar*? With what other signs can *a* be used in this way? (205)

How is the sound *ng* expressed? As in what words? (105)

In which brief forms does this sign occur? (109)

How is *nk* expressed? As in what words? (105)

THE VOWELS

How many distinct vowel sounds are there in shorthand? (7)

In how many groups are they arranged? (7)

How many vowel sounds are there in each group? (7)

What kind of sounds are grouped together? (7)

What is the first group called? Which sounds does it express? As in what words? (7)

What is the second group called? Which are the sounds in this group? As in what words? (7)

From what should the sound of short *i* be distinguished? Why? (7)

How are the vowels marked? (8)

O-Hook

From what small figure is this sign derived, and from what part of it? (65)

What vowel sounds does it express? As in what words? (65)

How is the sound *aw* spelled in longhand? (65)

When is the *o*-hook slightly modified? Why? When does this rule not apply? (67)

What brief forms are expressed by this hook? (23, 29, 41)

How is the word *over* written? (219)

How is *o'clock* expressed with figures? (204)

For the name of what state in the Union is this hook the abbreviation? (238)

What syllable is expressed by the *o*-hook? How is it pronounced? (183)

What is the rule for derivatives of the word *alternate*? (183)

What word-beginning is expressed by the *o*-hook? (214)

What word-endings are expressed by the *o*-hook. Joined or disjoined? How are they distinguished? (230)

OO-HOOK

From what small figure, and from what part of it, is the *oo*-hook derived? (91)

What sounds are expressed by this hook? As in what words? (91)

What letter at the beginning of words is expressed by this hook, and why? (97)

When is *w* within words expressed by the *oo*-hook? (99)

What brief forms are expressed by the *oo*-hook? (23, 53)

How is the word *under* expressed? (219)

What syllable is expressed by the *oo*-hook? (183)

When is short *u* omitted in the body of words? (124)

In what termination is *u* omitted? (126)

What word-beginning is expressed by this hook? (214)

What word-endings end with the *oo*-hook? (227)

THE DIPHTHONGS

What is a diphthong? How are diphthongs therefore expressed? (112)

Which are the diphthongs? (112)

Of what is the first a combination? (112)

Of what is the second a combination? (112)

Of what is the third a combination? (112)

What is the sign for the fourth, and what is this sign called? (112)

In what order are the sounds of a diphthong written? (112)

How is the sign for *i* treated in joinings, and to what rule does it therefore conform? (112)

In what words is long *i* expressed by a large circle? (29, 114, 121, 154)

When forms end with the diphthong *i*, how is *ly* added? (116)

How many brief forms can you recall that end in the diphthong *i*?

What short words are abbreviated so as to stop with a diphthong? (193)

When vowels follow one another consecutively without forming diphthongs, how are the signs for the sounds expressed? (118)

How is any vowel following the diphthong expressed? (119)

How is short *i* followed by *a* expressed? (120)

How is *e* followed by the large circle expressed? (120)

When two vowels not forming a pure diphthong come together, what may be done about the minor vowel? (121)

BARGAIN SALE OF BACK NUMBERS OF THE B. E. W.

ALL remaining bound volumes of the *Business Education World* and its predecessor, the *American Shorthand Teacher* (1920-1933), for the years preceding 1938-1939 may be purchased at the bargain rate of 50 cents a volume, postpaid.

These volumes have been reduced for this special offer from their regular price of \$2.

We have on hand, in limited quantities, back numbers for twelve of the nineteen years during which these magazines have been published. Each volume is a complete book of from 640 to 1,000 pages, cloth bound, with gold lettering.

Why not order all twelve volumes for your library? The total cost would be only \$6. Add \$2 if you wish a copy of Volume 19 (1938-1939). Use the convenient coupon below and add these valuable volumes to your own professional library. Buy another set for your school library.

THE BUSINESS EDUCATION WORLD

270 Madison Avenue

New York, New York

Please send me bound volumes of the *Business Education World* and the *American Shorthand Teacher* at 50 cents a volume, postpaid as indicated below.

Send me sets of all 12 volumes at \$6 a set.

Send me only the volumes checked (50c each):

- | | |
|--|---|
| <input type="checkbox"/> A.S.T. Vol. 2 | <input type="checkbox"/> A.S.T. Vol. 8 |
| <input type="checkbox"/> A.S.T. Vol. 3 | <input type="checkbox"/> A.S.T. Vol. 9 |
| <input type="checkbox"/> A.S.T. Vol. 4 | <input type="checkbox"/> A.S.T. Vol. 10 |
| <input type="checkbox"/> A.S.T. Vol. 5 | <input type="checkbox"/> A.S.T. Vol. 11 |
| <input type="checkbox"/> A.S.T. Vol. 6 | <input type="checkbox"/> A.S.T. Vol. 13 |
| <input type="checkbox"/> A.S.T. Vol. 7 | <input type="checkbox"/> B.E.W. Vol. 15 |

☐ B.E.W. Vol. 19 @ \$2

☐ Bill me Payment enclosed \$

Name

Address

City State

Tests on Business Forms

V. E. BREIDENBAUGH and MILTON BRIGGS

No. 6—The Sight Draft

EDITOR'S NOTE—This is the sixth of a series of ten practical tests by V. E. Breidenbaugh, assistant professor of commerce, State Teachers College, Terre Haute, Indiana, and Milton Briggs, bookkeeping instructor, Senior High School, New Bedford, Massachusetts. Mr. Briggs also is director of the bookkeeping division of the B.E.W. Department of Awards. These tests are designed to emphasize the fact that the business paper is the foundation for most bookkeeping entries, to bring the student face to face with *real* business papers, and to lead him to reason regarding the significance of these papers. We suggest that the business forms shown here be reproduced on the blackboard by the teacher or by a student. Permission is granted to duplicate the tests for free distribution to students.

NO PROVISIONS OF THIS DRAFT ARE TO BE CONSIDERED UNLESS THEY ARE FIRST RECORDED IN THE BOOKS OF THE DRAWER.

\$500.00 Newport News, Virginia, March 4, 1933.

at sight Pay to

the order of T. M. Hicks

Five hundred and no/100 Dollars

Value received and charge the same to account of

To John Root } Fred Howe

No. 58 Rutland, Vermont

FORM I

DIRECTIONS TO STUDENTS: Examine the business form accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth seven points. [For the convenience of teachers, the keys appear in italics.]

1. Form I is a *sight draft*.
2. The face of this form is \$500.
3. The person who had to pay Form I is called the *drawee*.
4. The person who received the money for Form I is called the *payee*.
5. The person who wrote Form I is called the *drawer*.
6. The drawer of Form I was *Fred Howe*.
7. The drawee of Form I was *John Root*.
8. The payee of Form I was *T. M. Hicks*.
9. When Form I was paid, Fred Howe should have debited *T. M. Hicks*.
10. He should have credited *John Root*.
11. When Form I was paid, T. M. Hicks should have debited *Cash*.
12. He should have credited *Fred Howe*.
13. When Form I was paid, John Root should have debited *Fred Howe*.
14. He should have credited *Cash*.



A Dollars-and-Cents System Of Grading Transcripts

LILLIAN R. SMITH

IN MY transcription classes, I am following a plan that not only creates interest and enthusiasm on the part of the student in working for speed and accuracy but also enables the student to evaluate his service in relation to actual office work.

It is not an easy matter for the young student who has had no business experience, and probably no particular responsibility anywhere, to go into the business world and qualify as an efficient worker; and it is equally trying to the businessman who employs him. But when the student leaves the business school confident that he knows how to prepare for dictation, how to conduct himself during dictation, how and when to ask intelligent questions, and how to transcribe and submit his transcript for signature, the adjustment difficulties are less noticeable.

From the beginning, transcription instruction must impress upon the student that success in the stenographic field can come only through a mastery of all the components of transcription—a knowledge of the rules of grammar, composition, punctuation, and spelling; ready and intelligent interpretation of his shorthand notes; and rapid, even typing; together with such personal traits as judgment, alertness, initiative, and tact. The student must be made to realize that every businessman expects, and insists upon, a technically perfect transcript to carry his sales message, promote a business relationship, or resolve a routine difficulty.

In order to accomplish this objective, I have departed, to a certain extent, from the usual procedure of grading on a percentage basis. For grading shorthand speed tests the percentage basis is satisfactory, but it defeats

its purpose if used to grade transcripts that have been dictated as training for transcription in business. It defeats its purpose because it recognizes a percentage of error in the finished product. Instead of using a percentage basis for this particular training, I have set up a business standard and am using an arbitrary salary scale—a "dollars-and-cents" system of grading.

Let me give one illustration of the effectiveness of this method of grading: Credit is given only for transcripts that would be acceptable to the most exacting businessman. The student submits a transcript, perfect in every detail except for the use of "or" for "and," or "if" for "as." The meaning of the sentence has been changed, making the transcript of no use to the dictator. The student immediately becomes conscious of the fact that because of that "one little error" the entire product is not mailable. He realizes, too, that he must correct his faulty penmanship, for he has missed, by a narrow margin, completing a \$10, \$15, \$20, or \$25 assignment, whatever the value may be. Under the percentage basis of grading, the student would, no doubt, feel very proud of his achievement and give the matter no further concern.

All transcripts are corrected in class, inspected by the teacher, and returned to the student for his analysis and remedial prac-

♦ *About Lillian R. Smith:* Director of secretarial training, L. D. S. Business College, Salt Lake City. Has been with L. D. S. Business College for twenty-four years. Active in committee work of Utah Educational Association. Chief interests: secretarial science, compiling material for a book, playing and hiking with her grandchildren.

tice. This is done through the use of a mimeographed analysis sheet, with complete instructions regarding the remedial practice for each kind of error.

The material used for this drill consists of letters and other matter that have been received or sent through the mail. This material is graded as to vocabulary range and divided into four classifications: \$10, \$15, \$20, and \$25 assignments. The assignments gradually increase in length, beginning with the \$10 assignments, which consist of approximately 400 to 550 standard words (1.40 syllable intensity) and have a vocabulary range of 3,000 most common words, through the \$25 assignments, which consist of approximately 1,000 words and have a vocabulary range of 10,000 most common words. A 40-minute transcription period is allowed for each assignment. This brings the transcription speed gradually from 10 words a minute to 25 words a minute. The count does not include the inside address, company name, and typed signature at the close of the letter. Envelopes and carbon copies are required.

The dictation of this matter is planned to give the student practice in the proper pro-

cedure in taking dictation as well as in transcribing. An attempt is made to imitate business conditions as nearly as possible. No watch is used for timing; the dictation is irregular. There are special instructions, such as "Send this air mail," "Rush this letter," "Send carbon copies to—," "Bring this to me after it is transcribed, but Mr. Blank will sign it," "Insert this in the proper place in the letter to Mr. Jones," and so on. There are corrections, strikeouts, insertions. Occasionally a memorandum or telegram is dictated between letters.

If, in the transcription, there is a substitution of words that does not change the meaning of the sentence, the letter may be considered acceptable; but a fingerprint, a misspelled word, incorrect punctuation, a careless erasure, too many erasures (not more than two in a medium letter), a misused word, or an uncorrected type error makes the transcript unavailable.

The transcripts are submitted in a folder labeled "For signature," with the carbons separated from the originals and all matter arranged in order of importance.

These assignments create enthusiasm and interest; they help the student to appreciate the importance of attention to details; they bring him to a realization that, in order to succeed in the business world, he must meet business standards in sufficient quantity and mailable quality; and, besides, they help him to evaluate his ability and possible worth in the commercial world.

ORDERS FOR VOLUME 20 NOW BEING TAKEN

Bound copies of this year's *Business Education World*—Volume 20—will be supplied only to those who place their order before June 1.

The price is \$2.50 a volume, postpaid.
Reserve your volume now.

THE BUSINESS EDUCATION WORLD
270 Madison Avenue
New York, N. Y.

Please send me postpaid copies of
Volume 20 of THE BUSINESS EDUCATION WORLD
at \$2.50 each.

☐ Bill me ☐ Payment enclosed

Name

Address

THE closing dates for the second annual Artistic Typing Contest are April 15 for domestic entries and May 1 for foreign entries. Julius Nelson, sponsor of the contest, has announced. Complete rules for the contest may be obtained from Mr. Nelson, Windber High School, Windber, Pennsylvania. He will be glad to send information and sample designs to teachers who are interested in entering their students. Trophies, medals, and ribbons will be awarded to winners.

Mr. Nelson made his motion-picture debut recently, when a cameraman from the Paramount Studios who specializes in filming unusual occupations visited the typing department of Windber High School. *Pic* magazine recently published Mr. Nelson's "artyped" portrait of Ann Sheridan.

How to Conduct a Radio Shorthand Contest

ARCHIBALD ALAN BOWLE

EDITOR'S NOTE—We have promised B.E.W. readers that some actual radio scripts would be published. Here is a description of a radio shorthand contest that has been held annually since 1923, and here are complete details to help you produce such a contest in your own community.

A. A. Bowle is a pioneer in radio shorthand contest presentation. As a specialist in the work of student clubs, also, he has suggested that a radio shorthand contest would make an excellent club project. You have his permission to utilize the ideas and script that follow.

IN the archives of the Advisory Committee on Education by Radio, appointed by the Secretary of the Interior, and also in the New York Public Library, you will find a report giving a short history of the radio shorthand contests organized and conducted by the New York City Gregg Shorthand Teachers' Association.

The world's first radio shorthand contest was held in New York at 2 o'clock on the afternoon of June 9, 1923, under the auspices of the Board of Education of the city. The contest was open to students of Gregg Shorthand in the New York City Public Schools. Six schools actually participated. The radio reception in other schools was not good, for a storm was raging during the contest.

The experiment was authorized by Dr. Clarence E. Meloney, then associate superintendent of schools, who appointed Dr. A. G. Belding, then director of commercial subjects in the city high schools, chairman of a committee to conduct the test. Other members of that committee were Mrs. Etta M. Fowler, C. Warren Kean, Frederick R. Beygrau, and Frank J. Arnold.

The contest was broadcast from Station WJZ of the National Broadcasting Company. The material consisted of dictation at 80 words a minute for three minutes and at 100 words a minute for three minutes.

Mr. Arnold read the tests; W. W. Renshaw, representing the Gregg Publishing Company, donor of the medals, checked copy; and A. A. Bowle, secretary of the New York City Gregg Shorthand Teachers' Association, co-operating with the Board, timed the tests.

That historical experiment was successful. Each year, since that time, the New York City Gregg Shorthand Teachers' Association has conducted radio shorthand contests over various stations with more and more students, teachers, and stenographers competing.

Instead of hardly a hundred contestants taking part, ten thousand now compete. Instead of a committee of three being able to check papers, twenty checkers work for two weeks examining the papers and choosing the winners in the various events. This phase of the work is a problem in itself: checking and rechecking, classifying, listing, preparing certificates, preparing the medals to be awarded at the broadcast, preparing the script for the awards broadcast, and a million and one details.

So much for the historical background of the radio shorthand contests. Now, how do they work today?

Preliminary Steps

It is our purpose to give you a detailed outline of the technique to be followed in conducting a radio shorthand contest, to suggest material that may be submitted to the newspapers, and to offer general suggestions that may be of value in conducting the contest.

That radio shorthand contests are popular has been strikingly demonstrated in the number of contestants taking part in them. Such a contest attracts a much wider audience than those actually taking part in it. The relatives and friends of the contestants

always listen in. It appeals to the educational authorities—to public school principals and teachers—for it furnishes an incentive for further study. It appeals to students and to the stenographers and secretaries, and through them to the businessmen and women of the community. Many who studied shorthand years ago but who have dropped active use of the accomplishment for one reason or another—some stenographers get married, you know—take part, and this carries the appeal directly into the home.

So, with the contest determined upon, the following material should be prepared. Publicity is important to the success of the event; and a story for the newspapers and radio magazines, which can be supplied to the publicity department of the radio station, is in order. Something like the following is suitable for the first news story. It was used by the Gregg Teachers' Association in New York.

Newspaper Publicity

First Radio Shorthand Contest in Blankville

The first radio shorthand contest to be conducted in (*name of city and state*) is announced for (*date and hour*) to be broadcast over Station (*name of station*). The event will be in charge of a committee made up of (*here list committee, to include some prominent persons*). The contest is being conducted jointly under the auspices of Station (*name of station*) and the (*name of city*) Shorthand Teachers' Association.

The contest will be introduced by (*name of mayor or some other prominent man whom you have invited to be present and speak over the air*) and the dictation is to be given by (*state name of person to dictate*).

The tests will be given at 80 words a minute for three minutes and at 100 words a minute for three minutes. The contestants will be divided into three classes: students, teachers, and stenographers. Eight gold medals will be awarded to winners, and all who qualify will receive a certificate. For the best student's paper submitted in the 80 words-a-minute test, a gold medal will be awarded. For the best student's paper submitted at 100 words a minute, a gold medal will be awarded. For the best papers submitted by teachers at 80 and 100 words a minute, gold medals will be awarded. For the best papers sent in by stenographers in the 80 or the 100 words-a-minute test, gold medals will also be awarded.

The dictation material will be of average diffi-

culty, and the marking of the tests will be on the basis of the International Rules established by the National Shorthand Reporters' Association. Every word added, omitted, substituted, or transposed is considered an error. With the grading of the papers on this basis, the papers will be further examined for spelling, punctuation, and neatness of arrangement.

Those unsuccessful in winning a gold medal will have a chance to win recognition, since, according to officials of Station (*name of station*), all who submit qualifying transcripts will be awarded specially prepared radio shorthand contest certificates.

Contest Material

Your next job is to prepare copy for the contest. The actual dictation material, properly timed, must be ready for the evening of the test. Leave nothing to chance. Everything must run like clockwork. About fifteen minutes will be necessary for the contest. If you have more than one speaker, it may be necessary to extend the time to twenty minutes, or even more. But with fifteen minutes, the following schedule can be completed:

Studio Schedule

Announcer	1/2 minute
Main speaker	5 minutes
Announcer	1/2 minute
Dictator reading rules.....	2 minutes
Dictation (contest proper).....	6 minutes
Announcer	1/2 minute

This accounts for fourteen and a half minutes. The extra half minute will be taken up between dictations.

Now for the evening's program.

The Studio Program Script

ANNOUNCER: This is Station (*name of station*). You are about to listen to a radio shorthand contest conducted under the auspices of Station (*name of station*), and the (*name of city*) Shorthand Teachers' Association, as an educational feature. It is a new idea of real worth and will be a source of inspiration and encouragement to the thousands engaged in this art.

We are gratified to have the mayor of our city with us tonight in connection with this contest. Mayor (*name of mayor*) has always shown a lively interest in educational matters, and this educational feature of our program appeals to him. We shall hear a timely address by the mayor, who will speak to us about commercial education, with particular reference to the part that shorthand has played. He will then introduce the contest. It is, indeed, an honor to introduce

(*name of mayor*), Mayor of (*name of city*).

MAYOR: It is, indeed, a pleasure for me to address the radio audience on such a memorable occasion. We are about to listen to a new feature in radio, a shorthand contest broadcast through the air. The boys and girls of our own schools, and even those at a greater distance from this station, are given an opportunity to try their skill in shorthand writing in the comfort of their homes. Stenographers and teachers—in fact, everyone who can “wield a stenographic pen,” we hope—will participate in this unique and valuable educational program.

While shorthand is not modern (for it dates back as far as we have records), radio is new; and the combination of shorthand and radio as we shall see it tonight is one of the latest innovations. In 63 B.C., during the days of Rome's glory, many of the mighty emperors found shorthand of sufficient interest to master the subject. It is recorded that Emperor Titus and others were adept at the art, and that some of them competed with their scribes. Perhaps some of you know that Tiro, who was a slave of Cicero, learned shorthand, and became so proficient in it that he was given his freedom and made secretary to his former master.

Since those days, the teaching and use of shorthand and other commercial subjects have reached unprecedented proportions. Today, there are about fifteen thousand schools in the United States alone conducting courses in commerce. Universities throughout this land have also joined the ranks of those disseminating knowledge in this sphere. In other words, commercial education has come into its own. With this wider acknowledgment of commercial education, of which shorthand is one branch, it is extending its usefulness. It is therefore with particular pleasure that I am here tonight to set this new idea in shorthand contests in motion.

Contrary to popular belief, shorthand is not entirely monopolized by the female of the species.

That shorthand is an important steppingstone to success is indicated by the number of America's outstanding business leaders and giants of finance who started their careers as stenographers.

George B. Cortelyou was President Cleveland's stenographer. Later he was secretary to President McKinley, and still later Secretary of the Treasury. As president of the Consolidated Gas Company of New York, one of the largest corporations of its kind in America, he refers to shorthand as “the handmaid of opportunity.”

(*Mention might be made here of some local celebrity who began his career as a stenographer or secretary.*)

Such illustrious statesmen as Presidents Jefferson, Madison, and Woodrow Wilson were adept in the use of shorthand. Many of Woodrow Wilson's public utterances that played so important a part in national and international affairs were first jotted down by him in shorthand. Benjamin

Franklin was equally proficient in the use of shorthand. It would require more time than is allotted to me to name all the illustrious men of affairs who started their careers as stenographers. Just a few of them would include such outstanding men as John Hay, Secretary of State in the cabinets of President McKinley and President Theodore Roosevelt; Frank S. Black, a former Governor of New York; Alphonso Taft, former Secretary of War and also Attorney General of the United States; Jacob D. Cox, once Governor of Ohio and former Secretary of the Interior; Daniel Scott Lamont, Secretary of War under President Cleveland; Arnold Bennett, famous English novelist; the late W. Edward Bok, former editor of the *Ladies' Home Journal*; Irvin S. Cobb, writer and noted American humorist; and that world-famous author, playwright, and philosopher, George Bernard Shaw.

I could go on indefinitely with a recital of the careers of those who have used shorthand as a steppingstone to success that would add another thrilling chapter to the romance of American business. But suffice it to say that shorthand has played a large part in the lives of many of our great men, and it is a pleasure for me to inaugurate this radio contest on a subject of such widespread interest and appeal.

ANNOUNCERS You have just heard Mayor (*name of mayor*). You will now hear (*name of dictator*), who will give you the rules and regulations of the contest, followed by dictation at two different rates of speed.

DICTATOR: Before giving the test, let me read the rules. I shall have to read them faster than the tests will be given. However, you might write them—or as much of them as you can—as preliminary practice.

There will be two dictations, each of three minutes' duration, at 80 and 100 words a minute, respectively.

Contestants will be divided into three groups: students attending school in one group may submit any test, and awards will be made for the best papers in this group at each speed.

Teachers may transcribe any test.

Stenographers may transcribe the 100 words-a-minute test.

(*Here mention the prizes that you are offering.*)

You may transcribe in pen or use the type-writer.

Certificates will be issued to all qualifying with an accuracy of 95 per cent or more.

Write the following at the top of each sheet of paper you submit:

Your name and address in full.

If you are a student, the name and address of your school.

State definitely whether you are a student, teacher, or stenographer.

Unless papers have this information on them, they will be rejected.

Send in your transcript, together with your shorthand notes, to Shorthand Contest Manager, Station (*name of station*) at (*address of station*). Your transcript must be in the mail and postmarked before 12 noon tomorrow. If you compete at more than one speed, send each test in a separate envelope.

Now, are you all set for the dictation? Get your notebooks ready. In five seconds we shall have the 80 words-a-minute test. Ready!

(*Dictate the 80 words-a-minute test.*)

This is the end of the 80 words-a-minute test. In another five seconds we shall have the 100 words-a-minute test. Ready!

(*Dictate the 100 words-a-minute test.*)

That completes the 100 words-a-minute test.

That is the end of the contest. Be sure to send in your transcripts and shorthand notes before noon tomorrow. Good luck to you!

ANNOUNCER: This is Station (*name of station*). You have just listened to the First Radio Shorthand Contest broadcast under the auspices of Station (*name of station*) and the (*name of city*) Shorthand Teachers' Association. All those competing should send in their shorthand notes and transcripts to the Shorthand Contest Manager, Station (*name of station*), at (*address of station*). The results of the contest will be broadcast (*date and hour*).

On the night of the contest, or during that day, a summary of the mayor's address should be sent to the newspapers marked for release the following morning. This will insure the matter's being called to the attention of the readers the day after the contest. It will be well to include a summary of what took place and a statement as to the date, day, and hour the awards will be given.

Grading Papers and Awarding Prizes

With the actual contest completed, the next item to be taken care of is the marking of the papers. The committee you have named can do this. When the winners are determined, they should be notified to appear at the radio station to receive their awards. A few days before this time, announcement should be sent to the newspapers that the winners will be heard over the air. A statement as to who will present the awards should be included.

The program for the evening of the awarding of the prizes will take about fifteen minutes. The newspapers should be

notified and requested to send photographers, which they will most likely do. A story of the contest should be prepared for the reporters, giving the names of the winners and other information about the contest and the contestants that will make interesting reading.

The awards program would be about as follows:

Awards Program

The announcer gives the name of the station, announces the event, and introduces the speaker.

The speaker states what the awards are for. As he presents each winner with a gold medal, he allows the recipient to step to the microphone and say a few words.

The announcer concludes the program, calling attention to the fact that this is an annual program sponsored by Station (*name of station*).

DEAR Miss Johnson:

I believe you will be interested to know of the way in which commerce broadcasts have been conducted at Indiana State Teachers College.



DR. C. L. MORGAN

During the academic year 1938-1939, the Radio Division of I.S.T.C. featured members of the commerce department in a series of interviews designed to acquaint high school pupils with some of the problems in commercial education. Miss Irma E. Ehrenhardt was interviewed on "Commercial Education in Europe"; Miss Helen Wood discussed the duties of a private secretary; Shepherd Young, head of the commerce department, was interviewed on "Within the Law"—an analysis of the law as applied to commerce; and George Eberhart discussed the topic, "So You Want to Be an Accountant."

Our audience response to this series of broadcasts was most satisfactory.

We have just completed writing a series of scripts tracing the development of various phases of commercial education.—Dr. Clarence M. Morgan, director of radio education, Indiana State Teachers College, Terre Haute.



Survey of the Occupation Of Medical Secretary

EVANGELINE MARKWICK

MANY of the doctors who replied to the Colby Questionnaire on Requirements for Medical Secretaries used the space left for suggestions and remarks to specify character traits that they judged essential. Though these traits are too varied to permit tabulation, it is interesting to note the points of similarity and of difference between the responsibilities, both as to duties and as to characteristics, stressed for secretaries to doctors, for secretaries in other fields, and for laboratory workers. For this comparison, in addition to the replies to the Colby questionnaire, the following studies were used: *The Personal Secretary*,¹ *The Medical Secretary*,² *The Clinical Laboratory Technician*,³ and *The Physician's Business*.⁴

Colby Questionnaire on Requirements for Medical Secretaries

As to desirable characteristics, an interesting contrast is afforded in the listing, by one doctor, of "resourcefulness in emergency," while another mentioned "never assuming responsibility that has not been given specifically." The reader wonders, too, what story lies behind the specification for a secretary "not interested in controversial politics." Of interest, because most frequently mentioned, are the following traits:

Intelligence: ability to think *through* a problem.
Intelligent adaptability.
Pleasing personality and pleasing appearance.
Keeping office business confidential.
Tact and discretion.
Neatness.
Ability to relieve the doctor's mind of the business end of his practice.
Training in making collections without antagonizing patients.
Strict accuracy in typing and in working at figures.
Thorough knowledge of English construction and spelling, so that hastily dictated notes may be corrected.
Regard of work as a career and not as a job.

Study of "The Personal Secretary"

Nichols, who made a nation-wide survey of 86 employers and 213 secretaries, gives their ranking of secretarial traits as follows:

Intelligence	Loyalty	Faithfulness
Accuracy	Adaptability	Resourcefulness
Personality	Executive ability	Memory
Judgment	Courtesy	Tact
Efficiency	Alertness	Poise

The judgment of doctors answering the Colby questionnaire would place tact and poise much higher in a list of traits essential to medical secretaries than they are placed on the Nichols list. The order of importance of office duties differs, too, particularly in the ranking of the making of appointments; otherwise, as might be expected, the

¹Nichols, Frederick G., *The Personal Secretary*. Harvard University Press, Cambridge, Massachusetts, 1934.

²Morse, Minnie Genevieve, *The Medical Secretary*. The Macmillan Company, New York, N. Y., 1933.

³Relyea, Gladys M., *The Clinical Laboratory Technician*. Published in pamphlet form from *Occupations*, December, 1936.

⁴Wolf, George D., *The Physician's Business*. J. B. Lippincott Company, Philadelphia, Pennsylvania, 1938.

♦ *About Evangeline Markwick:* Instructor in secretarial science, Colby Junior College, New London, New Hampshire. Degrees of B.C.S., B.S. in Education, and M.A., all from New York University. Graduate work has been largely in personnel administration. Has had seven years of valuable office experience. Hobby: golf, when not searching (as at present) for a topic for a Ph.D. dissertation.

Nichols list of major secretarial duties given below has much in common with that for medical secretaries.

1. Take dictation.
2. Transcribe shorthand notes.
3. Handle callers.
4. Write original letters.
5. Organize facts.
6. Answer letters.
7. Organize office routine.
8. Note information on letters.
9. Handle incoming mail.
10. Read and release letters for mailing.
11. Organize files and filing systems.
12. Take care of personal accounts.
13. Consult reference books.
14. Make appointments.
15. Do banking for employer.
16. Write up minutes of meetings.
17. Supervise clerical workers.
18. Dictate letters.
19. Take care of follow-up files.
20. Operate card index.
21. Prepare reports.

Study of "The Medical Secretary"

Of special validity would seem to be the conclusions of Minnie G. Morse on the characteristics and duties of a medical secretary, for they are based on ten years' personal experience as a medical secretary and on nine years' experience as a member of the executive staff of a general hospital, where her duties included the training of young women for hospital record-room work.

As some of her observations show the special significance of specific duties, direct quotations are given here:

Shorthand and Typewriting: A doctor may do little or much dictating; but when he does it, he is usually in a hurry. Every medical secretary will be called upon to do a great deal of typing, which will include correspondence, case records, index cards, and, in the case of the doctor who writes for publication, medical manuscripts.

Medical Terminology: A wide acquaintance with medical terms is a *sine qua non* in such a position.

Correct English: There are in this country many physicians of foreign birth and education to whom the writing of English may present many difficulties; to such an individual, a secretary skilled in the handling of correspondence and in the use of correct, clear, and forceful written language will be both valuable and highly valued.

Filing: The highly specialized indexes and reference files used in doctors' and hospital offices

differ so much from those of the usual business offices that familiarity with them can be gained most readily by visiting offices and institutions where their details can be explained to the novice.

Miscellaneous Office Responsibilities: Even more truly than in the business office, the secretary to a professional man must learn to act as his auxiliary brain. . . . The secretary should become his working partner, relieving him of every possible item of detail work. . . . The attractiveness of the patients' reception room will be largely in her hands.

Miss Morse stresses, for the most part, the traits of character emphasized by Nichols, and in a few pertinent remarks she shows why certain characteristics are especially needed by the medical secretary.

Manners: Rudeness to any person entering a doctor's office is an unpardonable sin. . . . During office hours a doctor's secretary becomes his hostess, and no grace that adds to the charm of the hostess in social life is without its value in professional associations.

Telephone Voice and Attitude: Low, cultured, pleasant-toned voice . . . slow, distinct enunciation. . . . The tact and patience in dealing with inquiries, requests, and complaints, which gives assurance of kindly consideration.

Trustworthiness: The secretary inevitably becomes the custodian of much personal information regarding not only her employer but many others also. . . . Case records and even desk notes on confidential topics should be carefully guarded. . . . Another trust committed to the secretary is her employer's time.

The Traits of a Gentlewoman: There is no one by whom her [a gentlewoman's] traits are more needed than by the young woman who associates with brilliant professional people and with sick persons of all classes and ages, and in every conceivable state of mind.

Study of "The Physician's Business"

In advising other doctors as to the kind of secretary to seek, Wolf, in *The Physician's Business*, writes two paragraphs of special interest:

Intelligence is probably the first characteristic to seek; given that, skills and techniques may be acquired; without it, no learning will be of great value. Educational background, tact, suavity, a charming and pleasant manner will all prove of importance in welcoming patients, in gaining their confidence, in making bearable any waiting that would ordinarily prove irksome, and in effecting satisfactory financial arrangements. . . . The medical secretary should be a rapid but accurate worker, who is careful and cognizant of the importance of detail, but who never allows herself to be swamped by them.

A knowledge on her part of medical terminology and some acquaintance with medical bibliography will be helpful. . . . She can rapidly glance over the current medical journals as they arrive at the office, and call the physician's attention to cogent articles. . . . She will be able to check and verify references and make abstracts.

Study of "The Clinical Laboratory Technician"

Is an entirely different sort of personality needed for the technician than for the secretary? Because the medical secretary is to perform both laboratory and office duties, an answer to the question seems necessary. Help in arriving at an answer is found in Gladys Relyea's *The Clinical Laboratory Technician*, which is based on many visits to laboratories, interviews with technicians, and returns from over two hundred questionnaires. Miss Relyea gives the following table of traits ranked from "indispensable" down through "of much importance" by the directors of twenty-five training schools for technicians, and approved by the American Society of Clinical Pathologists:

- Accuracy.
- Discretion with professional information.
- Dependability.
- Thorough mental integrity.
- Ability to follow instructions.
- Good mental health.
- Spirit of co-operation.
- Interest in the job.
- Thorough moral integrity.
- General efficiency in tasks.
- Willingness to accept responsibility.
- Industry.
- Manual dexterity.
- Good physical health.
- Concentration.
- Perseverance.
- A personality that inspires confidence.

Although Miss Relyea makes no attempt to give a complete list of the commonly performed laboratory procedures, she makes, under the topic "Types of Tasks Performed by Clinical Laboratory Technicians," one statement that is particularly encouraging for the person trained in both secretarial and laboratory duties: "Other tasks may be required than those which are strictly laboratory procedures, as, for instance, bookkeep-

ing, stenographic work, helping with patients, X-ray procedures."

Miss Morse's study deals almost entirely with the office duties of a medical secretary, whereas the study of Miss Relyea is unique in its portrayal of what may be expected of a secretary who serves also as technician. In contrast to the opinion, expressed by several doctors answering the Colby questionnaire, that the two occupations require totally different types of individuals, with totally different interests and characteristics, Miss Relyea's study shows the traits and skills of a technician to be complementary, but in no sense antagonistic, to those of the secretary.

The composite picture that may be made from the outlines furnished by the Colby questionnaire and the studies by Wolf, Miss Morse, and Miss Relyea is that of an intelligent, adaptable, well-poised gentlewoman, thoroughly trained in the secretarial duties listed by Nichols, and having, in addition, such interest and technical training in laboratory procedures as will enable her to perform with the precision of a scientist the most commonly needed laboratory tests and examinations.

Undoubtedly these are requirements that can be fulfilled only by persons who combine good intelligence, versatility, and high ideals of service.

(To be continued)

Answers to "What Do You Know About Business Law?"

(Pages 621-622)

- | | | |
|----------|----------|----------|
| 76. Yes. | 84. No. | 93. Yes. |
| 77. Yes. | 85. No. | 94. No. |
| 78. Yes. | 86. Yes. | 95. Yes. |
| 79. No. | 87. Yes. | 96. No. |
| 80. Yes. | 88. Yes. | 97. Yes. |
| 81. Yes. | 89. Yes. | 98. No. |
| 82. Yes. | 90. No. | 99. Yes. |
| 83. No. | 91. Yes. | 100. No. |
| | 92. No. | |

ROBERT LAWRENCE COOLEY, director of the Milwaukee Vocational School since its establishment in 1912, recently retired from active service because of ill health.

Dr. Cooley, long a leader in American educational administration, was among the first to promulgate the idea of vocational schools for vocational training.

Your First Year of Teaching¹

No. 3 of a Series by MARION M. LAMB

DRESSING THE PART

If you were asked offhand what the well-dressed teacher should wear, the chances are ten to one that you would answer, "A good dark dress with a spotless white collar," or "A practical dress with bright accessories," or something of the sort. Inevitably the student teacher who awaits her supervisor is clad in black, suitably enough for the occasion, perhaps, but not quite in accordance with modern thought on the subject.

What a world this would be for boys and girls if all teachers wore black dresses to school! One of the decided advantages of being a teacher is that you can wear pretty, soft-colored dresses that do a great deal to lift your spirits. Most classrooms are drab enough without having teachers in them who insist upon wearing widows' weeds.

Of course you will use cosmetics to brighten your appearance just enough and not too much (how they used to argue about that!), your nails will be polished to a not-too-gory hue, and you will accept as your woman's birthright the refreshing scent of a good floral toilet water or sachet. Every morning before you leave home your hair should be neatly arranged, your costume complete in every detail, and your feet shod in comfortable, good-looking shoes.

Conservatively yet modishly dressed, you arrive at school—a definite asset to education!

A FEW RULES—STRICTLY PERSONAL

1. Always wear a girdle. Remember those minutes at the blackboard.
2. Be meticulous about all your clothing.
3. Remember that you are teaching young persons, and therefore buy some light clothes to brighten the corner where you are.
4. Never have your school dresses extreme. They must not be too short, too tight, or too figure-revealing. You don't want the boys to whistle when your name is mentioned!
5. Allow quality to be your standard in your choice of clothing and accessories.
6. Have at least two pairs of good, comfortable shoes for school, and preferably three pairs. Save those glamour shoes for evening.
7. Keep plenty of semi-service stockings on hand at home and one pair in a safe place at school.
8. Have enough accessories to permit frequent change of collars, belts, flowers, pins. Don't think the students don't notice!
9. Wear only good jewelry.
10. Learn to fix your hair yourself, so that it looks nice five days a week, instead of one or two days a week. Save your conspicuous hair-do's for evening. Hair should be off the shoulder and neatly arranged.
11. Use a light or medium nail polish. Nails should not be too long.
12. Take special care of your hands after you start to teach. Chalk makes the skin dry and the nails brittle.
13. If you use scent, use a light floral toilet water or an herb fragrance. Never use heavy, exotic perfumes at school.
14. Be meticulous in matters of personal cleanliness. Read the advertisements in any woman's magazine for further details.
15. Don't wear the same outfit two days in succession. Think of the students who have to look at you.

¹ Reprinted, by permission, from *Your First Year of Teaching*, Monograph 45, by Marion M. Lamb, Business Education Department, New York University. Published by the South-Western Publishing Company.



The Frowsy Type

This creature is not of this world, it seems. She lives in another age, no doubt, when human beings wrapped themselves in togas, and that was that. In the earthly present, she has never had a garment drop clear to the floor, but students are still hoping—

Grading Scales for Typewriting Tests

HOWARD Z. STEWART

Assistant Professor, College of Business Administration, Butler University, Indianapolis

EDITOR'S NOTE—This is the sixth of a series of eight typewriting scales for use in high schools to be published in the B.E.W. Mr. Stewart's full set of twenty-two scales is available in book form. Publisher, The Garrard Press, Champaign, Illinois.

The set has been based on the periodic progress made by students through two years of high school training. In preparing the scales, the author's aim was to combine the factors of satisfactory periodic progress, ease and speed in checking, and fairness and equality in the objective grading of typing tests.

To find the net rate a minute and the percentage grade, first find the proper range of strokes; then move the finger to the right to the proper error column. The teacher may place the letter grade equivalent for the percentage grade in the space provided, if desired.

One of the outstanding values in the use of the scales is the opportunity such use affords the students to know how they rank in so far as test grades are concerned, as the scales are objective statements of student achievement in proportion to the weeks spent in study.

TWENTY-FOURTH WEEK — 15 MINUTE TEST

	ERRORS											
STROKES	0	1	2	3	4	5	6	7	8	9	10	11
4875-4349											51--98/	50--93/
4200-4274										51-100/	50--98/	49--92/
4125-4199										50--99/	49--97/	48--91/
4050-4124									49-100/	49--98/	48--96/	47--91/
3975-4049									48--99/	48--98/	47--96/	46--90/
3900-3974								48-100/	47--98/	47--97/	46--95/	45--89/
3825-3899								47--99/	46--98/	46--96/	45--94/	44--89/
3750-3824								46--99/	45--97/	45--96/	44--94/	43--88/
3675-3749							46-100/	45--98/	44--96/	44--95/	43--93/	42--87/
3600-3674					45-100/	45--99/	44--97/	43--96/	43--94/	42--92/	41--87/	
3525-3599					44--99/	44--98/	43--97/	42--95/	42--94/	41--92/	40--85/	
3450-3524					44-100/	43--99/	43--98/	42--96/	41--94/	41--93/	40--90/	39--84/
3375-3449					43--99/	42--98/	42--97/	41--95/	40--93/	40--92/	39--89/	38--83/
3300-3374				43-100/	42--99/	41--97/	41--96/	40--94/	39--92/	39--90/	38--88/	37--82/
3225-3299			42-100/	42--99/	41--98/	40--96/	40--95/	39--93/	38--91/	38--90/	37--87/	36--81/
3150-3224			41--99/	41--99/	40--97/	39--95/	39--94/	38--92/	37--90/	37--88/	36--86/	35--80/
3075-3149		41-100/	40--98/	40--97/	39--95/	38--94/	38--93/	37--91/	36--89/	36--88/	35--85/	34--79/
3000-3074	41-100/	40--98/	39--97/	39--96/	38--95/	37--93/	37--92/	36--90/	35--88/	35--86/	34--84/	33--79/
2925-2999	40--99/	39--97/	38--96/	38--95/	37--93/	36--92/	36--91/	35--89/	34--87/	34--86/	33--84/	32--77/
2850-2924	39--97/	38--96/	37--95/	37--94/	36--93/	35--91/	35--90/	34--88/	33--86/	33--85/	32--82/	31--77/
2775-2849	38--97/	37--95/	36--94/	36--93/	35--91/	34--90/	34--89/	33--87/	32--85/	32--84/	31--82/	30--76/
2700-2774	37--95/	36--94/	35--93/	35--92/	34--91/	33--89/	33--88/	32--86/	31--84/	31--83/	30--81/	29--75/
2625-2699	36--95/	35--93/	34--92/	34--91/	33--90/	32--88/	32--87/	31--85/	30--84/	30--82/	29--80/	28--74/
2550-2624	35--93/	34--92/	33--91/	33--91/	32--89/	31--87/	31--86/	30--85/	29--83/	29--82/	28--79/	27--73/
2475-2549	34--93/	33--92/	32--90/	32--89/	31--88/	30--87/	30--86/	29--84/	28--82/	28--80/	27--78/	26--73/
2400-2474	33--92/	32--90/	31--89/	31--89/	30--87/	29--86/	29--85/	28--83/	27--81/	27--80/	26--78/	25--71/
2325-2399	32--91/	31--90/	30--89/	30--88/	29--87/	28--85/	28--84/	27--82/	26--80/	26--79/	25--76/	24--70/
2250-2324	31--90/	30--89/	29--88/	29--87/	28--86/	27--84/	27--83/	26--81/	25--79/	25--78/	24--75/	23--60/
2175-2249	30--89/	29--88/	28--87/	28--86/	27--85/	26--83/	26--82/	25--80/	24--78/	24--76/	23--65/	
2100-2174	29--89/	28--87/	27--86/	27--85/	26--84/	25--82/	25--81/	24--79/	23--68/			
2025-2099	28--87/	27--86/	26--85/	26--85/	25--83/	24--81/	24--80/	23--69/				
1950-2024	27--87/	26--86/	25--84/	25--83/	24--81/	23--71/						
1875-1949	26--86/	25--84/	24--83/	24--82/	23--71/							
1800-1874	25--85/	24--83/	23--73/									
1725-1799	24--83/	23--73/										
1650-1724	23--73/											
	0	1	2	3	4	5	6	7	8	9	10	11

Motion Pictures

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



EDITOR'S NOTE—The editor of this department is always glad to hear from B.E.W. readers in regard to the value received from films listed in this department. If you have used motion pictures or other visual aids to great advantage, please let us know about it.

DUE to war and other conditions in foreign countries, there has been an increased desire by many educators and students to learn more about our Central and South American neighbors. Some agencies for foreign countries and some American shipping companies have suspended film distribution. At the time of publication the following distributors offer film services.

PAN AMERICAN UNION, Section of Motion Pictures, Washington, D. C. This organization offers eight 16mm. and 35mm. sound, one 16mm. silent, and twelve special sets of standard-size lantern slides, $3\frac{1}{4} \times 4$ inches, with descriptive lectures. There are about 35 slides in each set. All are loaned without charge except borrower pays express costs. Each picture requires about 20 minutes to project. A complete list will be sent on request. The films and slides pertain to many Central and South American countries.

GRACE LINE, 30 Rockefeller Plaza, New York. All are free loan; exhibitor pays transportation. They distribute three 16mm. and five 35mm. silent and sound motion pictures; three are in technicolor. The films are mostly about South American countries.

Of General Interest

UNITED STATES FILM SERVICE, Washington, D. C., has available upon request cer-

tain publications of interest to visual-education groups. Included in the available free publications are: Directory of U. S. Government Films, U. S. Government Film Chart, Motion Picture Bibliography, descriptive folder of *The River* and *Good Neighbors*, a reprint from USHA's *Public Housing*, study guide on *The River*, and numerous reprints of speeches and articles on the subject of documentary films and their value as an aid in education. The Film Service can provide information on all motion pictures distributed by the Federal Government. Requests for bookings should be forwarded to the Government agency distributing the desired films, but the United States Film Service will be glad to assist both in obtaining films and in planning educational motion-picture programs.

A recently issued bulletin gives valuable information regarding the services given by this department. Special mention is made of three films: *The River*, *Good Neighbors*, and *Housing in Our Time*. For a description of *Good Neighbors*, see the May, 1939, issue of the B.E.W. The others are described below.

The River. 16mm. and 35mm., sound motion picture, 3 reels, time 31 minutes, free loan, borrower pays transportation charges. Released March 1, 1939. Produced for the Resettlement Administration and the Farm Security Administration (succeeding agency). Tells the story of the Mississippi, where it comes from, where it goes, what it has meant, and what it has cost us. It dramatizes the effects of over-cultivation, deforestation, and unplanned land use. It is a record of settlement, progress, cultivation, and devastation of broad acres in the Great Basin.

Housing in Our Time. 16mm. and 35mm., sound motion picture, 2 reels, time 20 minutes, free loan, borrower pays transportation charges. Released October 1, 1939. Produced by the United States Housing Authority. If there is a local housing authority in your city, contact them first; if not, write the United States Film Service. This film depicts the need of slum clearance and better housing for low-income families. It shows how a local housing authority functions in co-operation with the U. S. Housing Authority. It traces a project from the granting of a loan, through demolition and construction, to occupancy by a former slum-area family.



What Do You Know About Business Law?

R. ROBERT ROSENBERG, Ed.D., C.P.A.

IN an attempt to show how pathetically inadequate is the knowledge of law even among commercial instructors (not teachers of commercial law), we asked more than three hundred commercial teachers and businessmen to answer the following questions and those that appeared in the October, 1939, December, 1939, and January, 1940, issues of the *BUSINESS EDUCATION WORLD*.

Why not test your own knowledge of the law we live with by answering the following questions? The average number answered correctly by those tested was fifteen out of each group of twenty-five submitted. The correct answers will be found on page 617.

Test Your Knowledge of the Law

76. May title to a note, draft, check, or other negotiable instrument be transferred to a third party if the instrument is written in pencil?

77. May a check drawn payable to the order of a fictitious or nonexistent person be negotiated?

78. Is a note negotiable which promises to pay either money or merchandise, at the option of the holder?

79. Is a bank upon which a check is drawn responsible in any way to the holder of the check?

80. If an innocent third party purchases a coupon bond that has been lost or stolen, does he have a good title against the rightful owner?

81. Is paper money a promissory note of the Government?

82. Has a person who draws a check on a bank in which he has insufficient funds committed a wrong for which he can be held criminally liable?

83. Must checks necessarily be made out on the printed check forms supplied by the bank?

84. If a person's name has been forged to a check and the check has been cashed by the bank, is that person responsible for the fraudulent amount?

85. Is presentation of a check or other negotiable instrument for payment not later than one week after it is received and due considered, under ordinary circumstances, presentation "within a reasonable time"?

86. In order to negotiate or transfer a bearer instrument, is delivery necessary?

87. If the holder of a check desires to transfer it to another by means of a blank endorsement, must he write his name on the back of the check?

88. If a person is induced through fraud to make and sign a negotiable note, is he liable for the payment of the note if it gets into the hands of an innocent holder?

89. May title to a negotiable instrument payable to the order of a specified person be transferred without endorsement?

90. Is a negotiable instrument on which the signature of the maker has been forged enforceable by an innocent holder?

91. Must an agreement promising to perform the obligations of another in case of default be in writing?

92. If the maker of an instrument fails to pay it after the expiration of an extension of time granted him by the holder, is the guarantor liable?

93. Does the payment of a note or other debt by a guarantor entitle him to the note and any securities delivered to the creditor by the debtor?

94. Does a contract of guaranty, made at

the same time as the contract that it guarantees, require a separate consideration to support the agreement between the guarantor and the creditor?

95. May a guarantor who is forced to pay the debt to the creditor sue the principal debtor for reimbursement?

96. May a person who obtains insurance on property in which he has no interest collect on the contract from the insurance company for loss to the property resulting from the happening of an event that is insured against by the contract?

97. In the case of fire insurance, must the

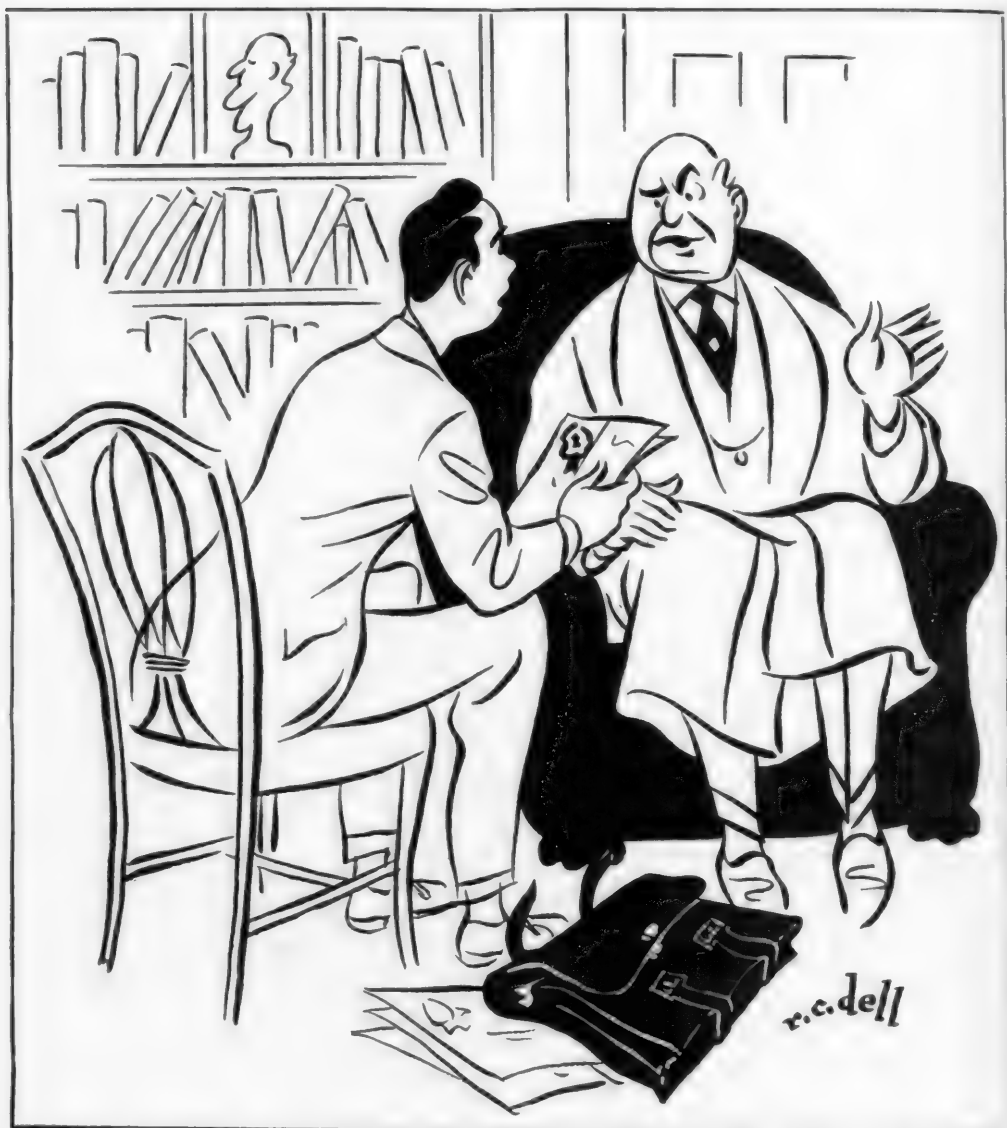
insured have an insurable interest in the property at the time of the loss?

98. If gross negligence on the part of the insured or his agents results in loss or damage by fire to the subject matter of the insurance, will such negligence void the policy?

99. Does "loss by fire" in fire insurance policies include theft of goods that are being removed from a burning building?

100. May a person whose property is insured for more than its full value recover the entire amount of insurance carried in case the property is totally destroyed by fire?

(See page 617 for answers)



"Young fellow, you force me to start a business. I can't afford to have a salesman of your ability working for some other outfit!"

Consumer Education News

RAY G. PRICE



IN the December issue of the *Clearing House*, L. Robert Frembling discusses the following pertinent questions:

1. Do consumer educators agree on the aim of such a course?
2. Do students usually have an idea of the objectives of consumer education?
3. What is the attitude of the student to the course?
4. What materials other than textbooks are useful to the teacher of consumer education?
5. How much laboratory work should be included in consumer education?
6. Are the reports of consumer organizations desirable classroom materials?
7. What about brand goods?

The 1939 proceedings of the National Education Association contain summaries of three addresses on consumer education given at the national meeting.

Dr. Cassels, under the title "Will the Pieces Make a Pattern in Consumer Education?" says:

We can now distinguish between four concepts of consumer education, each of which expands beyond the others in scope: buymanship, personal economics, social economics, and general education.

Mr. Montgomery, of Consumers' Counsel, makes the following contribution:

The essential standards consumer educators will need to guide their progress by are: (a) preservation and use of the right of objective criticism, without which education is devoid of learning and becomes a mockery; and (b) selec-

tion of materials on a basis of accuracy, reliability, and freedom from any selling or anti-consumer purpose.

Illumination

George H. Tichenor, in the January issue of *Forum*, questions some of the facts presented by Stanley High in his article in the October *Forum*, "Guinea Pigs Left March." Mr. Tichenor points to the statement made by Mr. High that courses in consumer education are compulsory in two thirds of the high schools and that nearly 300,000 college students are taking courses in consumer education, as one example of the use of statistics as "a drunk uses a lamp post—for support instead of illumination." You will be interested in other "illuminating" features of Mr. Tichenor's article.

Your Library

Consumer Training, issued four times a year, should be in the library of every teacher interested in consumer education.

This publication, edited by Edward Reich, gives many valuable classroom helps to teachers of consumer education. Your name can be placed on the mailing list for a free copy by writing the American Book Company, 88 Lexington Avenue, New York City.

A New Consumer Grows Up, by Maurice Wieting and James E. Mendenhall, is a comprehensive review of consumer-education courses in elementary schools, high schools, and colleges. A copy of this publication will be sent you free of charge if you write the Institute for Consumer Education, Stephens College, Columbia, Missouri.

MISS Augusta O'Neal has become head of the commerce department of St. Johnsbury (Vermont) Academy. Previously she taught for ten years in the high schools of Illinois.

Miss O'Neal holds degrees from Indiana State Teachers College, Terre Haute, and Harvard University and has studied in Indiana University and the Universities of Colorado and Cincinnati. She has held office in the Illinois State Commercial Teachers Association and was a delegate to the National Council of Business Education. She is a member of Pi Omega Pi and Pi Lambda Theta, honorary professional fraternities.

Raymond P. Kelley Heads Spokane Chamber of Commerce

THE many friends of Raymond P. Kelley will be glad to learn of his recent election to the presidency of the Chamber of Commerce of Spokane, Washington. In commenting on Mr. Kelley's election the *Spokane Daily Chronicle* says:

Mr. Kelley has been very active in civic work for many years. He is a former president of the Spokane Advertising Club.

He has been a strong worker in the Chamber of Commerce during his entire business life in Spokane. He has been active in the Chamber's

publicity bureau and for the last five years has been chairman of the construction and industries committee of the Chamber and of the Spokane Better Housing Committee. The two groups, working jointly, have been a substantial factor in promoting Spokane's home building program of recent years. He has served as a member of the Chamber's executive committee and as a vice-president of the organization. Last year he was president of the Washington State Federation of Commercial Organizations.

Mr. Kelley's home is at Greenacres. He is secretary of the Spokane Valley Chamber of Commerce. He is a partner in Syverson-Kelley, Inc., Advertising.

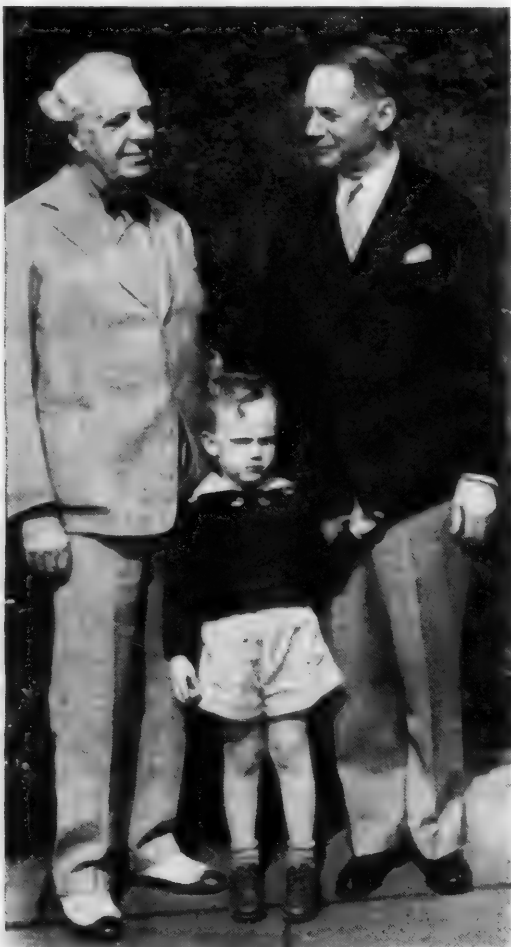
Many of our readers will remember Mr. Kelley as John Robert Gregg's chief lieutenant during the pioneer days of Gregg Shorthand. Mr. Kelley's demonstrations of rapid writing will still be recalled by many shorthand teachers in all parts of the country.

In September, 1909, when Mr. Kelley resigned to accept the position of educational director of the Remington Typewriter Company in New York, Mr. Gregg wrote in the *Gregg Writer* for November, 1909:

Mr. Kelley has been in our service for many years, but he was much more to us than an employee. He was a close personal friend, and with the passing years our friendship has grown stronger and deeper. His loyalty, enthusiasm, and abilities made him a most valuable factor in the advancement of Gregg Shorthand, and his wide acquaintance with teachers and school managers has admirably prepared him for the field of work on which he now enters.

May he live long and climb high!

When the United States entered the Great War, Mr. Kelley went overseas with the Y.M.C.A. On his return he became an official shorthand reporter in the Spokane courts. Some pages of his actual reporting notes were reproduced in the *Gregg Writer*, and they were undoubtedly the finest specimens of reporting notes written under reporting conditions that had appeared up to that time—and will compare favorably with any notes ever produced. Later he went into the advertising field, in which he has achieved a national reputation.



DR. GREGG, JACKIE GREGG, AND RAYMOND KELLEY

Taken at Dr. Gregg's summer home, The Ovals, while Mr. Kelley was attending the New York World's Fair, summer of 1939.

The Lamp of Experience



HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

A Handy Card Holder

BEND a piece of metal 4 inches wide and 17 inches long into a shape resembling three adjoining tents, with the middle tent higher than the other two. This gadget will hold three or four hundred 5-by-3 cards at a convenient angle for reference for copy work.

The "working" pile is placed in the first depression, sloping backward, and the "used" pile is accumulated in the second depression face down, sloping forward.

The gadget is especially useful for typists who normally copy from a pile of cards lying flat on the desk. Approximately 30 per cent more visibility is achieved by placing the cards in proper reading position.

The angles of this device may be varied, as necessary, to produce more desirable results.—*Adapted from "The File," the bulletin of the Filing Association of New York.*

An Error Chart for Typing

THE following data may be copied on the blackboard or entered on a large chart to be mounted and hung in the front of the typewriting classroom. A student can tell at a glance whether or not he qualifies under the 1½-per-cent-of-errors rule.

Errors Allowed	Gross Words Written
1.....	99
2.....	100-166
3.....	167-233
4.....	234-299
5.....	300-366
6.....	367-433
7.....	434-499
8.....	500-566
9.....	567-633
10.....	634-699
11.....	700-766
12.....	767-833
13.....	834-899
14.....	900-966
15.....	967-1033
16.....	1034-1099
17.....	1100-1166
18.....	1167-1233
19.....	1234-1299
20.....	1300-1366

This table can be carried out indefinitely by adding sixty-six words each time.—*Marshall Hartley, Central High School, Duluth, Minnesota.*

COMMENTS BY HAROLD H. SMITH

Some teachers prefer the 1½-per-cent-of-errors rule suggested by J. N. Kimball to the 10-words-off rule that is commonly used. Under the rule suggested by Mr. Kimball, students are permitted up to 1½ per cent of errors based on their total gross words, and only one word is deducted for each error to find the net total and rate.

The "penalty," however, is quite apart from the permissible 1½ per cent of errors. Disqualification results if more errors are made.

Brief-Form Contest

BOTH high school students and students of college grade find inspiration and enjoyment in occasional contests. That is why, in my classes, the first day back at school after a vacation is given over to a brief-form contest, in which the first-year students participate. The general procedure is as follows:

Two selected captains choose members for their teams until all the students have been chosen. Each captain stands at the head of her team. My part is simply that of referee.

The first member of one of the teams reads a column of brief forms across the page, using the chart on the inside of the cover of the Gregg Manual. If the other team detects any errors, including the omission of a meaning, the members of that team raise their hands, and I call on the first one, whenever possible, to make the correction. The side making the correction receives a point; then, the next member on this side repeats the line in which the error occurred. Possibly another error is made on this same line, and the original side also receives a point. On the rare occasions when both teams overlook an error I make the correction, but my doing so does not affect the contest.

As soon as the first line of brief forms has been read, the other lines are taken up in sequence, and the same procedure is observed in detecting and correcting errors.

At the end of the period, the team receiving the most points wins. This plan keeps all the members of the class in the contest until the end of the period, and keeps all members alert without anyone being tempted to read ahead. The students like the idea, too, of receiving points rather than being penalized.—*Edna M. Jones, Colorado Woman's College, Denver, Colorado.*

A B.E.W. Reference File

I HAVE found the following procedure very convenient in utilizing the material in the B. E. W. I purchased a small card file with index cards and divided it into five major divisions: Bookkeeping, General Business, Shorthand, Typing, and General Commercial Materials. I then subdivided four of the sections under the following headings: Teacher Helps, Tests, Student Readings, Bulletin Board, and Projects. The General Commercial Material section I divided into: Nutmeg and Ginger, Lamp of Experience, Pointed Sayings, and Miscellaneous.

As I receive each B. E. W., I index every article by writing the name of the article, the volume number, and the page number on a card, which I then place in

the proper section of the file. In this way, the students have access to material of interest to them, and I can also check over the file at the beginning of each unit of work for helpful suggestions, tests, new grading scales, etc.

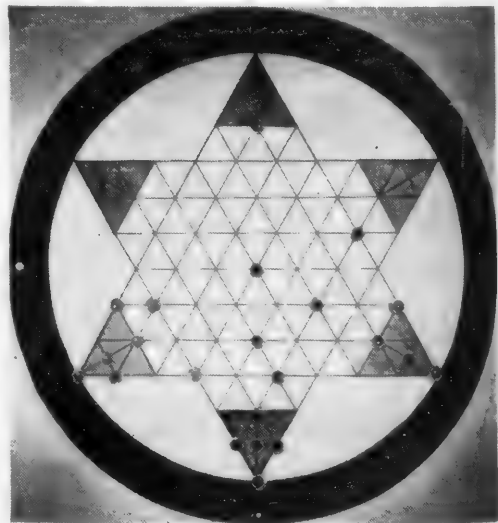
This simple filing device has almost entirely eliminated the problem of having sufficient reading material in the department, but not knowing exactly where it is at the time a certain topic, teaching device, or sample test is needed.—*Margaret Mary McGuan, Marion (Wisconsin) High School.*

Chinese Checkers

THE game of Chinese Checkers can be used as an incentive for both speed and accuracy in typewriting. The adaptation of the game to typewriting described in the following paragraphs was made by Jessie Kinzer, a student teacher.

The procedure is as follows:

Divide the class into teams, three or six preferably, on as even a basis as possible as determined by their previous records; and name the teams for different colors, such as red, yellow, and blue. A Chinese Checker board, drawn on white bristol board, is placed on the bulletin board. The accompanying illustration



shows a game that has been in progress for a short time. Instead of marbles, which

are used in the regular game of Chinese Checkers, thumbtacks in colors corresponding to the team names are used.

Each team is assigned a triangle of a certain color, and the tacks representing players on a team are placed at definite points on their respective triangles. Each player's name is printed on a small, round piece of paper; and a thumbtack is stuck through the paper, which is then placed on the triangle. The team that places the greatest number of men in the points of the opposite triangle of the same color by the end of the time assigned for the game wins the contest.

Accuracy and speed determine the rate of advancement. The standards set up for governing the rate of advancement can be varied to meet the class situation. In the construction of the game, the number of points in each triangle will have to be adapted to fit the size of the class. Under our standards as used in the last game, in order to move, a minimum gross rate of 20 words a minute, with errors not to exceed 2 per cent of the gross words, must be made regardless of the length of time of writing.

The following table, based on gross speed within the required 2 per cent accuracy allowance, shows the possible rates of advancement:

Gross Rate	Jumps
20-29 inclusive	1
30-39 "	2
40-44 "	3
45-49 "	4
50-54 "	5
55 or over	6

Any player who writes a paper without errors at a rate of 20 gross words a minute or over, or at a rate of 55 gross words a minute or over with errors, may make the jumps entitled at that speed plus any other jumps available, as in the regular game. As an additional incentive, players who complete their jumps across the board may help the slower members of the team by giving them one jump for each timed paper that comes within the requirements. Otherwise, these players would have no

incentive after they had traveled across the board.

The timed papers can be of any length, though some variation is desirable, as the shorter papers give the slower and less accurate students a better opportunity to move. The game should cover a period of from three to six weeks, depending upon the number of timed papers and the caliber of the class—*Louis H. Bruhn, State Teachers College, Valley City, North Dakota.*

Nutmeg and Ginger

(Last of a Series of Shorthand and Typing Devices by Celia Ayars Priestley)

SHORTHAND

47 Start dictating about 20 words a minute slower than your customary speed. After half a minute, raise the speed 10 words a minute; half a minute later, increase it 10 more words. Continue raising the speed in this way until you are dictating so rapidly that no one in the class is able to follow.

TYPEWRITING

41 If your typists are writing with too many errors, give them a timed test on which they must stop and make a very neat erasure of each error. They will become aware of the amount of time that would be lost in making corrections in an office. For further practice, let them make a few carbon copies of their tests, erasing errors on all copies.

42 An occasional drill of the following type will serve several purposes in secretarial-practice classes. Allow 3 minutes in which students are to type descriptions of their ideas of the perfect employer. Have a few of these papers read; then allow the students to write descriptions of perfect stenographers, typists, and secretaries. These should be read, studied, and discussed with considerable attention. Much can be done in this way to establish desirable attitudes and to patch defects in personalities.

Our Responsibility



THE IN-TRAINING JOB...

Where theory and practice merge . . . Where youth meets an adult world . . . Where the findings of the employer can be translated into remedial classroom training . . . Where inexperience gives way to self-confidence under the sympathetic supervision of the employer.

THE CLASSROOM...

Where the student acquires the tools with which to work . . . Where the idealism of The American Way becomes a vital part of his training for citizenship . . . Where he is guided toward goals of vocational usefulness . . . Where he is trained in social attitudes and encouraged to develop his own personal powers to the greatest possible extent.



FOR several years, countless Wilmington employers have shared in the preparation of youth for vocational usefulness, and by so doing, have performed a valuable public service. Quite as important as technical training for the job, is a wholesome, constructive attitude on the part of the young man or woman toward work, toward the employer, toward the community, and toward American democracy. The Wilmington Plan of Cooperative Business Education contributes greatly to these ends.

During the 12A term, the student in business education in the Wilmington High School and the Pierre S. duPont High School spends alternate two-week periods in school and on the job. Two students of comparable ability are assigned to the job, thus giving continuity of service to the employer. The tasks performed by these cooperatives are many and varied, and employers have found them to be a useful and vital part of their personnel. Typical of the placements frequently made are: stenographers, typists, secretaries, bookkeepers, receptionists, clerks, machine operators, and salespersons. The cooperative student usually receives a nominal compensation while acquiring this worth-while preview into the world of business.

The employing business community has eagerly joined the schools in this progressive educational device, and the growth and development of the student during the eighteen-week period would be difficult to overestimate. The reality of a new responsibility—a new challenge—adds purpose and meaning to the work in the classroom. The cooperative experience—a type of junior internship—fits him readily to the employer's pattern. It is on the cooperative job where theory and training converge with practice and reality.

Perhaps you have already participated in the cooperative program. If not, you might wish to consider lending your support to the Cooperative Business Training Plan as sponsored by the Public School System. For more information, call the Supervisor of Business Education, Board of Education, 3-3181.

LEAFLET DISTRIBUTED BY WILMINGTON PUBLIC SCHOOLS

Facsimile of a leaflet distributed by the public schools of Wilmington, Delaware, to the businessmen of that city, publicizing the Wilmington plan of co-operative business education. (See opposite page)



Partners for Profit

WILLIAM E. HAINES

Supervisor of Business Education, Wilmington, Delaware

HERE is little doubt in our minds concerning the tasks required of our graduates by American business today. We strive vigorously to develop efficient skills, create constructive attitudes, and mold proper techniques. In fact, we see so much to be done that we are sometimes bewildered by the maze. Still, we are doing a good job—better, perhaps, than we think. We are distressed when the girl we trained so carefully in shorthand returns to tell us that she has obtained a position as telephone operator. Then the very weak typist, who just squeezed through, tells us that she has a job entailing nothing but typewriting! And our bookkeeping star starts work at a filling station—no bookkeeping at all! And so it goes. How much easier our task would be if we could only foretell what each of our students will be called upon to do! There's the rub.

One difficulty has been that we have for too long attempted a vocational training program *alone*. It is distinctly *not* a one-man job. Nothing short of practical experience will burnish the rough edges apparent at graduation from high school. It is difficult to understand how we have for so long allowed those for whom we train our students to assume that they have no responsibility in the process. Nobody but the employer can finish the job that we have started. No employing business community can, or should, disavow the responsibility for sharing in the adjustment of its youth to an occupational world. Trade and vocational schools have for years been utilizing the employer as a co-trainer, while business education has closed its eyes to a golden opportunity. Consequently, we have had to accept endless criticism of our program.

Obviously, we cannot produce tailor-made office workers to fit the requirements

of all employers. Each employer has different standards of acceptability, different values, different job requirements. No curriculum could possibly fit a worker to his exact needs.

Undoubtedly there are many ways in which we can make the employer a partner in our training program. Wilmington has for several years effectively employed a plan of co-operative business education through which the student is projected into an adult world. Many are the problems of administration, to be sure. Yet the student gains, through nine weeks of experience, poise, self-confidence, and efficiency that cannot be found in books. Since the school does not guarantee the student a co-operative job, he acquires invaluable experience by obtaining a position for himself. By enlisting the participation of the local employers, Wilmington has created a partnership that is paying real profits.

On the opposite page is reproduced an example of the publicity used by the Wilmington Public Schools in soliciting the support of businessmen for the co-operative plan.

The leaflet from which this reproduction was made serves a triple purpose; it maintains interest among businessmen who are already working with the schools, arouses interest among businessmen who may not have learned of the co-operative plan, and favorably publicizes the product of our schools.

WANTED: Bound volumes 14, 16, and 17 of the B. E. W., and volumes 36, 37, and 38 of the *Gregg Writer* to complete my set. Unbound volumes considered. Leon Pritham, Freeport, Maine.



on the Lookout

**ARCHIBALD
ALAN
BOWLE**

This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

34 Here's something good, particularly for the offices of superintendents and principals. The general manager of the Gregg Publishing Company, Hubert A. Hagar, has one in his office and thinks so much of it that he is glad to pass the tip along to you. It's the Standard Air Conditioning Air Pilot. Simple to operate—just turn the pilot on or off—to receive a supply of fresh, clean air. In winter, when the radiators send up the heat in your room, turn on your S.A.C. Pilot. Do the same in the heat of the summer.

35 Bates's improved Model "B" stapler has a funnel-shaped opening for wire. You lock the handle, push the wire into the funnel, and the machine does the rest automatically. There are three types of staplers: one for permanent work and two for temporary stapling or pinning. The machine is easily adjusted for these different uses.

.....
A. A. Bowle March, 1940
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below
34, 35, 36, 37, 38, 39

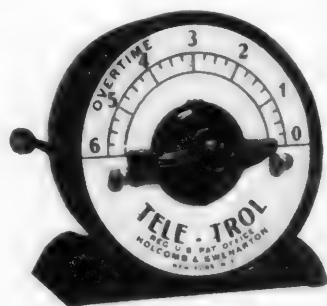
Name

Address

36 Clix, a new three-hole punch for three-ring binders, is now on the market, manufactured by the New England Paper Punch Company. The device is accurately and permanently spaced for all standard three-ring binders, with no gauges to move or parts to get out of order. To operate, insert the sheet into the front feed and press the top of the punch.

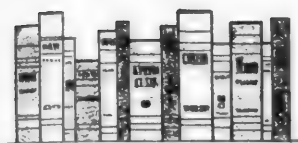
37 A Medical Special Noiseless typewriter is announced by Remington. In addition to its quietness, which is so necessary in the hospital or in the doctor's office, it has professional signs and symbols included on its germ-free key tops. There's a special card-writing attachment, and it is claimed that as many as eighteen legible copies can be made when necessary in the clinic, doctor's office, or hospital.

38 Newest insurance against expensive overtime on long-distance telephone or Teletype calls is the Tele-Trol. A touch of the lever starts the device and a warning bell will ring 15 seconds before the 3-minute



period elapses, notifying you of approaching overtime costs. Holcomb & Swenarton are the developers of this unique and useful watchdog of wasted telephone time.

39 A fountain-pen-like Pres-to oiler is a product of Dill Manufacturing Company. It is designed for oiling out-of-the-way places. Its long, slender point will enter a small opening to a depth of seven-eighths of an inch. Usable in horizontal as well as vertical position, it is possible by means of a plunger to deposit controlled small quantities of oil.



Your Professional Reading

MARION M. LAMB



Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.

Business Education in School Situations

Proceedings of the University of Chicago Conference on Business Education, 1939, by Leverett S. Lyon, Ralph W. Tyler, and McKee Fisk. University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois. 50 cents.

For fifty pennies you can buy a copy of *Business Education in School Situations*, an account of the proceedings of the University of Chicago Conference on Business Education held last June to discuss the development of criteria that can be used by administrators, teachers, and accrediting agencies to measure curriculums and guidance programs.

The following topics were discussed and are reported in the above-named booklet, recently released by the University of Chicago Press, 5750 Ellis Avenue, Chicago:

"A Minimum Program in Business Education," by Leverett S. Lyon, Brookings Institution.

"Evaluation of Business-Education Criteria," by Ralph W. Tyler, University of Chicago.

"Business-Education Criteria in Classroom Situations," by McKee Fisk, Oklahoma Agricultural and Mechanical College.

"A Tentative Rating Scale for Business Education," by Harald G. Shields, University of Chicago.

The report of the Work Committee on a tentative rating scale should be required reading for business teachers and administrators. Continued emphasis upon higher standards of achievement for both teachers and students may lead to a long step toward freedom from administrative malpractice.

Dodd, Mead Career Books, \$2 each

Do you know that Dodd, Mead & Company

(449 Fourth Avenue, New York City) publish career books which, in story form, give the requirements, problems, pleasures, and possible opportunities of many lines of work? These books are written by specialists in the fields which they represent, and they have definite guidance value. Junior high school students especially would find them engrossing.

We give you the list, in case you wish to order some of them for your school or community library:

White Coats, by Dwight B. Fishwick, M. D. (Doctors in the making at medical school).

Young Mr. Stone: Book Publisher, by Daniel Melcher.

Front Page Story, by Robert van Gelder. (Newspaper reporting.)

Smash Picture, by Robert van Gelder. (News camera man.)

Ice Patrol, by Kensil Bell. (Life with the U. S. Coast Guard.)

Bob Wakefield: Naval Aviator, by Blaine and Dupont Miller.

Bob Wakefield: Naval Inspector, by Blaine and Dupont Miller. (Building a navy plane.)

"Take It Away, Sam!" by Paul Wing. (Radio broadcasting.)

Peggy Covers the News, by Emma Bugbee. (Newspaper reporting.)

Peggy Covers Washington, by Emma Bugbee. (Covering national news.)

Peggy Covers London, by Emma Bugbee. (Reporting foreign news.)

Sally and Her Kitchens, by May Worthington. (Home economics.)

Penny Marsh: Public Health Nurse, by Dorothy Deming, R. N.

Penny Marsh: Supervisor of Public Health Nurses, by Dorothy Deming, R. N.

Marian-Martha, by Lucile F. Fargo. (Librarians.)

Polly Tucker: Merchant, by Sara Pennoyer. (The advancement of a young clerk in a department store.)

Patsy Breaks Into Advertising, by E. Evalyn Grumbine.

These books are largely autobiographical and are entirely authentic, for they were written by men and women who lived the careers themselves and are in their writings sharing those experiences with boys and girls looking for firsthand information.

Accountancy As a Career

By Lawrence W. Scudder. A Kitson Careers Series Book. Funk & Wagnalls Company, New York, 1939, 158 pages, \$1.50.

Your school librarian will do well to find a place for this book on one of the library shelves. Its pages reveal the story of the past, present, and

future of accountancy. The book is designed to serve as a handbook to young men and women in high schools and colleges who, faced with the question of what to do with their future, may wish to consider accountancy as a career. In the words of the author, "The object of the book is to give you information which you should have in making that decision, and to present it objectively and dispassionately." Mr. Scudder's effort to present a true picture of the accounting profession is both sincere and effective. With a style that makes for smooth reading, he turns a warm spotlight of human interest on cold facts and figures.

Elbert Hubbard, in his most vitriolic style, once wrote: "The typical auditor is a man past middle age, spare, wrinkled, intelligent, cold, passive, non-committal, with eyes like a codfish; polite in contact but at the same time unresponsive, calm and damnably composed as a concrete post or a plaster of Paris cast; a petrification with a heart of feldspar and without charm of the friendly germ, minus bowels, passion, or a sense of humor."

Mr. Scudder, the senior member of a national firm of certified public accountants, proves in his book that the accountant of today does not and could not fit Mr. Hubbard's description. The book lists in detail the actual duties of the public accountant, and the author discusses earning possibilities and opportunities in the field. He contrasts the advantages and disadvantages of

beginning in a large firm or a small one, tells what one must do to obtain a C.P.A. degree, considers the place of women in accountancy, treats the subject of accountancy as a stepping stone to higher posts, and describes the methods by which such men as Walter Gifford rose from accounting jobs to great executive positions.

The book presents a fair and realistic survey of the accounting profession that should prove of value to vocational counselors, schools, and libraries.—Milton Briggs.

Staff Studies of the Advisory Committee on Education

Order from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Entire series of nineteen, \$4.35.

For \$4.80 you may purchase the staff studies, the Report of the Committee, and a pamphlet giving the findings and proposals of the Advisory Committee and entitled *The Federal Government and Education*.

Prices for the staff studies, purchased individually, range from 15 cents to 40 cents—a bargain, when one considers that most of the studies are written by authors whose writings are seldom available in this inexpensive form.

You may procure a complete list of titles with annotations and prices by writing to the Superintendent of Documents at the address given above.

Magazines and Pamphlets

Progressive Education Is Dying?

Hail: Saltatory Education!

By Ernest W. Butterfield, in the *Clearing House*, December, 1939.

"It is clear beyond question that the gripping enthusiasm for Progressive Education as a distinguishing term for educational crusaders has passed its crest. . . . We may even study its course and name the weaknesses that lessened its influence and shortened its natural life cycle. Academic Education in America held sway from Noah Webster to G. Stanley Hall, while Progressive Education after a score of years shows many signs of senescence. . . .

"The Academic mind taught the glorification of the past; the Progressive mind taught the beautification of the future; the next group will teach the endurance of the present. We are living now—and through education we propose to live—more productively, more safely, and more happily.

"I do not know what name the next crusaders will choose. When educational ideals stood they were called Academic; when they evolved they

were called Progressive. My guess is that the next education will not stand, nor will it move by regular progressions. It will go by leaps and bounds. I shall call it, using a biological term, Saltatory Education.

"Since Progressive Educators have given up Latin, I must stop to explain. *Saltare* is a frequentative form of *salire*—'to jump,' and so means 'to keep on jumping.'

"The term is so appropriate that I hope it will have immediate adoption. . . .

"I was strong for Academic Education in 1910, loud for Progressive Education in 1927, and I shall be agile for Saltatory Education in 1945.

"In the meanwhile, this is our opportunity. Between all years of fervor come periods when exhausted humanity develops without outward convulsions. Between the frenzy of Progressive Education and the fanaticism of Saltatory Education is this period when schools may be normal and unhurried. . . .

"We propose to salvage what we can from Progressive Education and to this end to recognize the great benefits that have come from it. It encouraged teachers to experiment and to create. . . .

"Progressive Education gave us many good things; let us preserve them. Saltatory Education will bring new truths and a new outlook; let us accept them—but in the interim, in this happy breathing space, let us do our work."

'Dear Fellow Worker'

Charles Gulick's Letters to His Employees, in *Sales Management*, December 1, 1939.

Almost any business teacher can use the series of letters presented here.

Charles Gulick is chairman of the board of the National Oil Products Company, and in his letters he discusses the problems of employees and executives in an attempt to build co-operation and mutual understanding within the National Oil Products Company. He, in turn, is glad to receive suggestions from all employees, including office boys.

Aside from the fact that these letters have definite content value because they give in simple form the principles of business organization, it seems particularly worth while to call this article to the attention of boys and girls. Mr. Gulick believes that there would be less violent class feeling if better understanding were developed among employers and employees, and he has proceeded to do something about his conviction. The result is a constructive view of business at its best.

Intelligence, As Reflected by Work Habits, Attitudes, and Behavior, Does Change

By Yuba L. Hunsley, in *School and Society*, November 25, 1939.

"Observations which can be made from the cases described herein, and also indicated by the remainder of this group, are that (1) the I. Q., as an indication of compound values peculiar to the individual, is not fixed; (2) with a flexible program based upon the physiological, sociological, and psychological components of the child, the I. Q. will increase significantly; (3) since intelligence, as noted in tests and reflected by work habits, attitudes, and social behavior, does change, one cannot justly dispose of a child solely on the basis of a low I. Q., as indicated on mental test records."

A Backward Glance

The following are not particularly recent contributions, but they are significant, and in one reader's mind, at least, deserved a backward glance.

• • Closely allied to the problems of progressive education are the questions suggested in an article published in the November issue of *Minnesota Journal of Education*, "Psychological Foundation of Curriculum Construction," by T. R. McConnell, professor of education at the University of Minnesota.

Dr. McConnell stresses the need of teaching *relationships* of facts, or at least teaching facts in an order that permits students to integrate their learnings. The Thorndike, or "connectionist," method of teaching arithmetic and history is contrasted to the method that allows for the organization of meaningful patterns and development of sequential learning. Dr. McConnell states: "It is by placing specific items in a broader pattern of relationships that we invest them with meaning. Learning, rightly conceived, is a constant process of organization and reorganization of experience. The curriculum should be so organized as to stimulate and facilitate this effort of the individual to systematize, to integrate, to unify the multitude of things which he learns. If this process is well-directed, his meanings should grow in maturity and vigor."

• • Herbert E. Hawkes, dean of Columbia College, stated in his 1939 annual report to Dr. Nicholas Murray Butler that, in his opinion, professional courses in preparation for teaching should follow four years of liberal-arts work. Students planning to teach should be required to complete their necessary professional work in a fifth year of study based upon the four years of undergraduate work. An attempt would be made to review the work that the student had taken in college from the angle of effective presentation to high school students.

Justifying this point of view, Dean Hawkes stated: "Evidence from many parts of the country indicates that our teachers in the public schools too often lack adequate background in knowledge, both of their subject matter and of human nature. Many possess neither the social nor the scholastic competency which teachers of our youth should have. To do our part in correcting this situation is one of our responsibilities."

Dean Hawkes is optimistic.

• • Have you seen the annotated bibliography of reference books in distributive education, prepared by Dr. William R. Blackler, Bureau of Business Education, California State Department of Education? Although it was compiled to aid instructors in distributive education in California, this booklet should not be confined within the limitations of one state, for the books seem to have been selected with care and wisdom, and the annotations are generous.

Requests for information should be addressed to Dr. Blackler at 115 Haviland Hall, University of California, Berkeley, California.



TO THE EDITOR:

It might surprise you and your readers to know what a housewife finds of interest in the B.E.W. Here is an account of what I clipped from the January issue, and why.

"Accounting Procedures for Social Security" is of interest to my retailer husband, who puts in many hours at night bookkeeping because of social-security laws. In every issue there is some article on salesmanship, consumer education, or related subjects that is pertinent to my husband's business.

The "Pick Your Job and Land It" series I am sending to a friend, a young college graduate who is unemployed.

The jokes in the Shorthand Practice Material constitute one of the main topics of conversation at mealtime for our five high school and college girls.

The poem "Winter," on a timely subject during this ten-below-nothing weather, went into my daughter's scrapbook of poems.

"Origin of Vegetables" I used for my roll call at club on the subject of food news.

"God Wants Your Heart and the Church Wants Your Help" I saved to use for a vocational talk.

The articles on personality have been of interest to the students taking psychology in school.

I love the typing pictures and always want to try to make them as soon as I see them. I wish a key or pattern could be given for them, like a cross-stitch embroidery pattern.—*Mrs. Gerald Stafford, Independence, Kansas.*

[We are planning the reproduction in booklet form of many of the typewritten designs, together with a key or pattern to guide others who wish to reproduce them.]

We wonder how many readers have observed and profited by the content, as well as the convenience, of the Shorthand Dictation Material which appears also in shorthand form in the Gregg Writer.—*Editor.*]

TO THE EDITOR:

We value your publication, and it may be of interest to you to know that each month one of our teachers selects articles bearing on our work and gives a review in our faculty meeting.—*Gertrude DeArmond, Wheeler Business College, Birmingham, Alabama.*

TO THE EDITOR:

Because I worked in an office, I feel I know what I should emphasize; and my pupils, who know I have actually done what I am trying to get them to do, have confidence in me. This makes my work easier, more successful, and much more pleasant than if I had to rely solely upon a set of textbooks.

In spite of teacher-training and years of business experience, I do not know what I would do without the BUSINESS EDUCATION WORLD, as it helps me to keep informed regarding the many changes in business education.—*Sister Marie Frances, S.S.M., St. Joseph's Business School, Lockport, New York.*

TO THE EDITOR:

In the December issue of your magazine you published an extremely interesting and valuable article by Miss Ruth J. Plimpton. Let's have more articles by this writer. She apparently has originality and enthusiasm for her work which is contagious.

In my junior business training classes the children run a duplicating business for the benefit of the teachers. Our profits (which are small, unfortunately) go to the Junior Red Cross. At Christmas time the teachers were having little work duplicated, so our volume of business was falling off, and consequently our profits were not large enough to pay our pledge to the Junior Red Cross.

Miss Plimpton's idea for making Christmas cards became the nucleus for a new phase of our business, the making of greeting cards for all occasions. Needless to say, the Langley Duplicating Company is becoming more and more profitable.

I shall be looking forward to more articles from Miss Plimpton's pen in the coming issues.

Since last September I have been reading Miss Harriet P. Banker's "Lamp of Experience" department in the BUSINESS EDUCATION WORLD. It is always the first article that I read, and the only one that I reread.—*Mary Ellen Meiring, Langley Junior High School, Washington, D. C.*

Are There Any Questions?

HAMDEN L. FORKNER, Ph.D.

Chairman, Department of Business Education, Teachers College,
Columbia University

QUESTION: The commercial education club in our high school has conducted a series of money-raising enterprises, and now we want to invest in some books for our commercial education club library. The regular school library has an extensive supply of school textbooks, and the students are eager to get books dealing with the businessman's point of view regarding office standards and requirements. Can you refer me to a source of materials along this line and something about their cost?

Answer: We think yours must be a very enterprising commercial club, and it is with pleasure that we submit the following suggestions to you.

The American Management Association, which is an organization of national scope composed of men responsible for various phases of management of business enterprises, has probably done more in the way of general publication along this line than any other organization in the country. In 1938 they published a catalogue of their publications, entitled *American Management Association Publication*, which you can obtain by writing to their headquarters at 330 West 42d Street, New York City.

In order to give you some idea of the type of materials they publish, I shall list a few of their titles:

- Office Machines and Methods
- Duties and Development of Office Supervisors, Including Office Rules
- Pre-employment Training for Office Work
- Selection and Training of Office Workers
- Environment and Employee Efficiency
- Practical Industrial Relations

Question: What is an authentic source for information regarding the organization and development of vocational education in the United States, with special reference to the George-Deen Act?

Answer: There are two sources of authentic and factual information. One is

the report of the President's Advisory Committee on Education, entitled *Vocational Education*, published by the United States Government Printing Office, Washington, D. C. This can be obtained from the Superintendent of Documents for 40 cents. The other is *Vocational Education Bulletin No. 1, Revised*, February, 1937. This can also be obtained from the Superintendent of Documents, Washington, D. C., for 25 cents.

The President's Advisory Committee on Education has prepared and published a number of staff studies covering almost every phase of American education as it operates today. The staff study on vocational education is a 325-page bulletin prepared after extensive research into the activities of the vocational division of the U. S. Office of Education and the various state departments of vocational education. The staff members discuss at length the present practices in vocational education and make an evaluation of the program as seen by labor and in terms of its place in modern society. The problems of Federal aid for vocational education are presented with recommendations and suggestions.

Vocational Education Bulletin No. 1, which is a statement of policies for the administration of vocational education, give a complete statement of the basic vocational education act and the George-Deen Act and discusses, in question-and-answer form, the various problems which arise in the organization and administration of the several phases of vocational education under the acts.

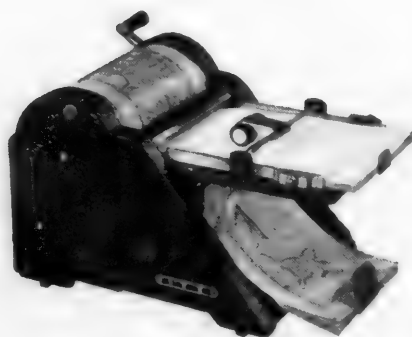
Business teachers should also be aware that B. Frank Kyker, who is acting chief of the Bureau of Business Education in the Office of Education in Washington, is also eager to serve business teachers by providing them with source materials of all

(Continued on page 644)



Ditto
TRAINING MEANS

Jobs!



LIQUID OR GELATIN TYPE DUPLICATORS

Ditto duplicators are priced from \$3.95; every school and teacher can have Ditto benefits. Illustrated: Self-feeding Ditto R-4 for paper up to 9" by 14". Prints anything typed, written or drawn, 1 to 8 colors at once, 50 to 75 copies per minute. \$89.50 with 12 Ditto films. Because Ditto Leads, Ditto offers both gelatin and liquid type duplicators.

FREE! Send for this authoritative Ditto Methods Monograph, and "Copies, Their Place in Business." They make Ditto instruction easy.



THE STUDENTS who are placed quickest and best are the ones having MORE than the rest in terms of ability—and that's what Ditto provides.

Train for Broad Horizons, Not Blind Alleys!

In a graduate's list of abilities it is always good to include an understanding of Ditto's duplication. Beyond that, any student who is grounded in Ditto's lightning-fast, errorless accounting methods possesses an asset that is prized in business—besides having a broad viewpoint on business operation.

Adjusted to Your Curriculum— Get Free Texts!

Instruction in both the mechanics and the accounting methods of Ditto is simplicity itself. The texts are self-explanatory, and they fit into any teaching system. Put Ditto's "PLUS" into your classes! Use the coupon now for literature.



DITTO, Inc., 623 S. Oakley Blvd., Chicago
Gentlemen: Without obligation please

- () Send me Business Methods Texts.
() Arrange a Ditto demonstration for me.

My Name.....

School.....

Address.....

City..... County..... State.....

When returning this coupon please mention the Business Education World.



Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

The Boss' Best Friend

From "New York Cavalcade," by Louis Sobol in the *Sunday Journal-American*, December 31, 1939.

FOR several weeks, now, Miss Anson has been coaching her successor and I, eavesdropping, and occasionally²⁰ participating in the instructions, have learned something about secretaries. Let me then sing in praise of them.⁴⁰ All hail to the secretary—the busy man's best friend—and his most loyal. (Wives, please, no offense intended!)

I⁶⁰ have learned, at this late date, what one secretary—mine—has had as her daily routine. She has been forced to read my⁸⁰ column thrice daily—first in the original copy, second in the galley proof, third in the page proof. She has¹⁰⁰ employed all her cajoleries on the composing room foreman to get copy set early. She has corrected¹²⁰ my spelling, inserted punctuation, checked names, verified, as much as was possible, facts. She has chided me¹⁴⁰ into straightening out split infinitives, dropping sentence-ending prepositions, correcting grammatical¹⁶⁰ flagrantcies—such as singular verbs for plural subjects, etc.

Each morning, she has set out my mail before¹⁸⁰ me in the order of its importance. Each night, she has cleaned my desk and arranged my mail and notes. She has kept²⁰⁰ my checking accounts accurately. She has handled most of the routine correspondence, herself. Two hours a day²²⁰—sometimes more—she has read through all the Manhattan newspapers, clipped them for pertinent information or²⁴⁰ biographical matter. During the month, she has read through more than thirty magazines, clipping all substance from them. The²⁶⁰ clippings she has filed so that I now boast a comprehensive personal morgue.

She has indexed my columns so that²⁸⁰ if I wish to know what I said about Monty Woolley or Charles MacArthur or George Bernard Shaw four years ago,³⁰⁰ my file will indicate the exact date upon which the line or paragraph appeared and, by going to the large³²⁰ books in which the columns are pasted, I may obtain the precise quota-

tion. My secretary has conferred daily³⁴⁰ with the editorial gentlemen at King Features regarding what corrections should be made, what³⁶⁰ eliminations. She has shooed away unwelcome visitors. She has handled, tactfully, the publicity men over³⁸⁰ the telephone, wheedling information out of them, and weeding out for me anything she has considered⁴⁰⁰ misinformation.

My secretary has assembled my income tax data, prodded me into paying bills⁴²⁰ which have accumulated, jeered me into getting haircuts and new shirts, reminded me of my wife's birthday and⁴⁴⁰ wedding anniversaries, also to send my daughter's allowance. Her scorn has often shamed me into tearing⁴⁶⁰ up a complete column and re-writing it. She has a fine faculty for recognizing that a visitor⁴⁸⁰ has come to the office to make a "touch."

All this has fallen into Miss Anson's routine during the nine years she⁵⁰⁰ has been with me, and through it all she has shown infinite patience, understanding, and been above all, intensely⁵²⁰ loyal. And so I devote this column in humble tribute to my secretary—and your secretary. Your⁵⁴⁰ best friend—and mine. (543)

The First St. Patrick's Day Parade

CONTRARY to popular belief, St. Patrick's Day parades in America are not of Irish origin;²⁰ nor did they begin in honor of St. Patrick.

According to information discovered by research workers⁴⁰ of the New York City W.P.A. Writers' Project, the first St. Patrick's Day parade by the Irish, held⁶⁰ in New York City in 1776, was very much against their will—largely, perhaps, because⁸⁰ the event was the brainchild of Lord Rawdon, one of the commanders of the British military force then¹⁰⁰ operating against the Revolutionary American troops in New York City.

Presumably to¹²⁰ impress the Americans with the might of the British Empire, Lord Rawdon

assembled five hundred brawny¹⁴⁰ Irishmen who had been drafted into the British Army by the press gangs in Ireland. He dressed this small regiment¹⁴⁰ in brilliant British uniforms and then paraded them through the city. After the parade, the energetic¹⁴⁰ Lord Rawdon gave each parader a pound sterling to spend in celebrating St. Patrick's Day—to drink to the²⁰⁰ memory of the good saint and to the health of His Majesty King George the Third.

The taverns were soon jammed to the doors²²⁰ with thirsty Irishmen, and their tongues, loosened by liquor, broadcast the news of Lord Rawdon's compulsory parade.²⁴⁰ Whereupon a good Irish citizen by the name of Hercules Mulligan, a local woolen merchant and²⁶⁰ an undercover member of General Washington's intelligence staff, went to work on these "Irish Conscripts"²⁸⁰ of His blooming Majesty's army." Aided by a number of his Irish-American friends, Mulligan talked³⁰⁰ to the soldiers with such winning effect that more than four hundred of them crossed the East River and joined the patriot³²⁰ army then occupying Brooklyn. (327)

Success Means Digging

From "Jobs and Careers"

HARD work means nothing to a hen. She just keeps on digging worms and laying eggs, regardless of what the business³⁰ prognosticators say about the outlook for this or any other year.

If the ground is hard, she scratches harder.⁴⁰ If it's dry, she digs deeper. If it's wet, she digs where it's dry. If she strikes a rock, she digs around it. If she gets⁶⁰ a few more hours of daylight, she gives us a few more eggs.

But always she digs up worms and turns them into hard-shelled⁸⁰ profits as well as tender, profitable broilers.

Did you ever see a pessimistic hen? Did you ever¹⁰⁰ hear of one starving to death waiting for worms to dig themselves to the surface?

Did you ever hear one cackle because¹²⁰ work was hard? Not on your life. They save their breath for digging and the cackles for eggs. Success means digging. Are you? (140)—*Universal Engineer*

Want a Check Cashed?

Adapted from "Terminal Island Topics"

THERE is a young man in Los Angeles who has used his imagination to create a prosperous business²⁰ for himself. People, he observed, often had checks they wanted cashed after banks had closed. He figured that they would be⁴⁰ willing to pay for this service, and determined to make it available.

Now, from a cage in his father's⁶⁰ restaurant, Rowland Cole cashes over a million dollars' worth of checks a month, collecting eleven cents on each⁸⁰ if under fifty dollars, and five cents extra for each additional twenty-five dollars. A nice income for¹⁰⁰ a young fellow in his twenties! And proof that there still is business to be done by a person who has ideas. (120)

Brief-Form Letters

For Use with Chapter Four of the Manual From "Brief-Form Drills" by Edith V. Bisbee

My dear Senator: I did not expect this bill to be presented so early as April, but possibly the²⁰ Senator has a purpose in bringing it before the Senate then.

I agree that such a law is needed, and⁴⁰ I shall be prepared to speak about it and to vote "Yes" upon presentation of the bill. Yours very truly, (60)

Dear Sir: I expected to purchase the block on Prairie Street that you told me was for sale, but I hear that another²⁰ man has already bought it. Possibly I should have explained to you that it is my purpose to open a⁴⁰ shop there.

Please give me the name of the purchaser. I may be able to get it from him. Yours truly, (38)

Dear John: Yes, I did hear the speech given by Perry Blair. He is an inexperienced speaker, but he was prepared²⁰ to speak on that subject. He made a good speech and the people liked it. He expressed his opinions well, and he⁴⁰ has good opinions.

I believe it would be a good plan to get him to speak to your lodge, especially since he⁶⁰ is so well prepared on that subject. Very truly yours, (70)

My dear Sir: We are happy to receive your order for our new desks. We have already booked a number of orders²⁰ and we shall ship them out as rapidly as possible. You may look for yours by the end of the week.

Many⁴⁰ thanks for the order. Yours truly, (46)

My dear Sir: Here is a report giving full particulars about our new factory and offices.

The²⁰ officials of the company at first wanted to have the general offices on the first floor, but they have changed⁴⁰ that plan and have put the offices on the floor above. The first floor will be needed for our retail store.

The⁶⁰ officers will be glad to show you through the factory when you can come to see us. Yours truly, (76)

Dear Sir: We have carried your bill for a long time and feel that we cannot do so any longer. Please send us your²⁰ check for at least half the amount or we shall be forced to give the bill to a collector. Yours truly, (38)

The Ambulance

From the "K.V.P. Philosopher"

Issued by the Kalamazoo Vegetable Parchment Company

THE streets were crowded and the traffic officers were having a bad time of it trying to keep the endless lines²⁰ of cars moving, for it was just at the rush hour.

Suddenly, above the roar of traffic came the shrill sound of a⁴⁰ siren. Every car stood still and made room for the ambulance as it came.

dashing past. Down the street a little⁶⁰ way a serious accident had occurred and someone was seriously hurt.

That injured man was an emergency³⁰ which had the right of way. Therefore all traffic was held up. Dinners, appointments, nervous, irritable drivers,³⁰ taxis trying to make trains—none of these things counted. That's one of the rules of life—emergencies get the³⁰ preference.

When I was a lad I was offered a splendid position as a sign painter at excellent wages.¹⁰ But my mother turned that job down for me. I was terribly disappointed, for I could not believe that another¹⁰⁰ chance so good would ever come my way again.

"Your schooling comes first," my mother said. "When you have your education¹⁰⁰ completed, if you still want a job as a sign painter, you can get it. You may even get a better³⁰⁰ position as a sign painter, for an educated artist is worth more than an uneducated one. But right³⁰⁰ now your schooling has the right of way."

Just because my mother recognized the emergency I was saved from making³⁰⁰ a terrible blunder. Everything else was set aside and I completed my training.

Every man³⁰⁰ meets some emergency every day—some issue or cause that takes precedence over everything else. He³⁰⁰ is a wise man who knows how to clear the way for the thing that is really important. (296)

The White Weasel

A True Indian Story

By HAMLIN GARLAND

Part I

Reprinted from the Dearborn Independent by special permission of the Ford Motor Company

IN ALL the Blackfoot land there was no chief so elegant and so obviously useless as White Weasel. The agent²⁰ and his clerks cursed him liberally and yet were careful of him, for with all his fripperies he was an⁶⁰ orator and a man of influence.

His dress was rarely beautiful and his hair (cared for with devotion) was blue⁶⁰-black in color and as shining as the wing of a crow. Each braid was bound at the end with strips of white weasel fur.⁶⁰ His leggings of fringed buckskin glowed with green and red paint and his small feet were shod in moccasins gayly colored and¹⁰⁰ exquisitely beaded.

In summer his robe was merely a thin white cloth, simple and cheap, but he wore it as if¹³⁰ it were embroidered with gold. Every detail of his dress was carefully considered and when he rode into¹⁰⁰ the agency yard in the vivid sunlight, the sympathetic observer exclaimed: "Here comes a prince of the line!"¹⁰⁰

The agency officials, however, called him a "lazy loafing hound," and as (with cigarette daintily caught¹⁰⁰ between the first two fingers of his light and beautiful hand) he sat watching the white men work, his way of life made³⁰⁰ civilization a contemptible thing.

He was always gentlemanly, always suave. He had the manner of³⁰⁰ the highborn Oriental who

scorns to show deep emotion of any kind, and on warm days he sometimes took from³⁰⁰ the folds of his robe a turkey-tail fan and used it with the grace of a prima donna. At such times the disgust³⁰⁰ of the moiling Government clerks passed all bounds. They called one another to the window to point out the stately and³⁰⁰ composed young chief to reënforce their hatred of him and to add greater volume to their opprobrious howling.³⁰⁰

Now it happened that the department had authorized a requisition for a new building for which a big cellar²³⁰ was to be dug, and as labor was not plentiful in that lone country (gold mines enticed the white men away),³⁰⁰ the contractor in despair said, "I wonder if these Injuns would work."

The agent, who thought he knew all about Blackfoot³⁰⁰ Indians, laughed. "Work? No, they'll starve first."

"Well, I'm going to try 'em," replied the contractor. "Send me down an³⁰⁰ interpreter, I want to talk with 'em."

Now the Blackfeet were very poor, and often when White Weasel sat rolling his⁴⁰⁰ cigarette, his stomach was empty; nevertheless his smile was un-failing. The women of the tribe also showed⁴²⁰ their lack of food, only the children remained plump and shining.

The contractor, a rough old fellow, was not⁴⁰⁰ unreasonable. Calling a group of the red people round him he conveyed to them this message: "You say you are hungry.⁴⁰⁰ Very well, I'll tell you how to earn food. You see here a heap of shovels and wheelbarrows? Well, now, I want that cellar⁴⁰⁰ dug. I'll pay you a dollar a day. Grab a root!"

His speech was received in silence, and little by little the⁵⁰⁰ crowd of men melted away until at last only the two white men were left with the shovels.

"I reckon that ends⁵³⁰ it," said the contractor sighfully. "The agent was right, they'd rather starve."

"No," said the Scotch half-breed interpreter.⁶⁰⁰ "They go talk. Wait, mebbe so tomorrow they come and work."

What took place in the camps that night the contractor did not⁶⁰⁰ know, but early next day eight squaws came, took up the spades and shovels, and with low words and a ripple of laughter, set⁶⁰⁰ to work in the pit, digging and wheeling the dirt.

All the whites about the agency cried out in disgust. "Well, there⁶⁰⁰ it is! Of all the cursed laziness and selfishness! Them fat greasy bucks are going to lay round the camp and⁶⁰⁰ let their women do all the work. They ought to be shot, every one of them."

No one, not even the agent, knew⁶⁰⁰ that the men went hungry that day in order that the women should eat and be strong, and when White Weasel, elegant,⁶⁰⁰ nonchalant, untroubled, took a seat upon a wheelbarrow and looked down upon the toiling squaws the contractor⁶⁰⁰ was powerfully moved to thrust him through with a chisel. For the most part the warriors did not appear to notice⁷⁰⁰ the toilers. They dozed in the sun, or sat in little circles in the grass tell-

ing stories (with the accompaniment¹⁰⁰ of wonderful gestures) concerning the old times, calmly ignoring the comments of the agency¹⁴⁰ employees.

The women worked hard and merrily, deft, strong and patient, and on the third day White Weasel went to the¹⁰⁰ contractor and said: "Our women have worked three days. Our meat is gone. The women need strong food when they work. If you will give¹⁰⁰ us the dollars they have earned we will be all strong for work."

The contractor had a mind to refuse but concluded¹⁰⁰ it wiser to humor them. He paid them all their money and they at once bought meat and flour and coffee, and set to¹⁰⁰ work cooking it for their evening meal.

"There they go," said one of the clerks. "They'll cook and eat the whole supply and tomorrow¹⁰⁰ they won't do a thing but sleep it off like a lot of boa constrictors."

The contractor walked out into the¹⁰⁰ camp that night to see what they were doing. It was sundown of a warm afternoon and the lodge fires were minute little¹⁰⁰ piles of coals in deep pits. Everywhere the women were roasting meat and frying a crullery while the hungry¹⁰⁰ children sat patiently expectant. White Weasel, calmly waiting also, greeted the contractor pleasantly,¹⁰⁰ but the other men smoked impassively on, continuing their endless conversations concerning the good days¹⁰⁰ of old. Even when they came to eat, they betrayed little hunger and the children assembled without clamor. The¹⁰⁰ meal proceeded ceremoniously.

The contractor's heart softened as he looked around upon the pleasant scene.¹⁰⁰ On the teepees the setting sun's light fell. The blue smoke of the fires, lightly rising, possessed a wondrous charm, and the¹⁰⁰ soft murmur of voices made him question if he had fully understood these people after all.

"I'd like to go¹⁰⁰ camping a while myself," he said. "I wouldn't work if I didn't have to. Why should any man work if he don't have¹⁰⁰ to?"

That night he was awakened from deep sleep by the sound of suppressed laughter outside his chamber, whose window¹⁰⁰ overlooked the pit. Wondering thereat, he slipped to the window and was amazed and enlightened. (1076)

(To be continued next month)

Are You Prepared?

By ADELINE MAUS

ARE you prepared? Are you in step with the times?

In this day of rapid change one may get further behind the times in¹⁰⁰ one year than in ten years in a different era. You cannot expect to forge ahead when you are behind at¹⁰⁰ the start. Keep yourself well-informed. Experience may be the best teacher, but it is valuable only when¹⁰⁰ used as a foundation for progress and improvement. (69)

Common Christian Names

MEN

Abraham, Adam, Adolph, Alan, Albert, Alex,

Alfred, Andrew, Anthony, Archibald, Arnold, Arthur, August.

Benjamin, Bernard.

Charles, Clarence, Conrad.

Daniel, David, Donald, Duncan.

Edgar, Edmund, Edward, Edwin, Elmer, Ernest, Eugene, Ezra.

Felix, Ferdinand, Francis, Frank, Frederick.

Geoffrey, George, Gerard, Gilbert, Giles, Godfrey, Guy.

Harold, Henry, Herbert, Herman, Hiram, Hugo, Hugo, Hubert.

Ira, Isaac.

Jacob, James, Jasper, Jeremiah, Jerome, Jesse, Joel, John, Jonathan, Joseph, Joshua, Josiah, Julian.

Lawrence, Leonard, Louis, Luther.

Mark, Martin, Matthew, Maurice, Michael, Moses.

Nathan, Nathaniel, Nicholas, Norman.

Oliver, Oscar, Oswald, Owen.

Patrick, Paul, Peter, Philip.

Ralph, Raymond, Rubin, Richard, Rudolph, Robert, Roger, Rufus, Rupert.

Samuel, Steven, Simon, Solomon, Sylvester.

Theodore, Thomas.

Victor, William, Zachariah.

WOMEN

Adeline, Agnes, Alice, Alicia, Almira, Amanda, Amelia, Annabelle, Antoinette, Arabella, Augusta, Barbara, Beatrice, Belle, Bertha, Bridget.

Caroline, Catherine, Cecelia, Celia, Charlotte, Christina, Clara, Constance, Cora, Cordelia, Cynthia.

Delia, Dorothy.

Edith, Edna, Eleanor, Elizabeth, Eliza, Emily, Emma, Esther, Ethel, Eunice, Evangeline.

Flora, Florence, Frances

Georgiana, Gertrude, Grace.

Hannah, Harriet, Helen, Henrietta, Hortense.

Ida, Inez, Irene, Isabel.

Janet, Jessica, Josephine, Judith, Julia, Juliet.

Laura, Lenora, Lillian, Lois, Louise, Lucia, Lydia, Lilitia.

Mabel, Margaret, Maria, Marian, Marie, Mary.

Martha, Matilda, Myra, Mildred.

Nancy, Nora.

Olive, Ophelia.

Pauline, Pearl, Phoebe, Priscilla, Prudence.

Rachel, Rebecca, Rosalie, Ruth.

Sarah, Sophia, Stella, Susan, Sylvia.

Theodora, Theresa.

Victoria, Violet, Virginia.

Wilma.

Proper Names

Including the fifty surnames commonest in New York, Chicago, Philadelphia, and Boston, and in England, Ireland, Scotland, and Wales

A

Abbott, Adams, Adler, Allen, Ainsworth, Allison, Anderson, Andrews, Appleton, Armour, Armstrong, Arnold, Atkinson, Austin, Ayres.

B

Bacon, Bailey, Baird, Baker, Baldwin, Ballard,

Barlow, Barnett, Barnum, Barrett, Bartlett, Bauer, Baxter, Becker, Beecher, Beale, Bell, Bender, Bennett, Benson, Bentley, Bernstein, Billings, Bishop, Bissell, Blackstone, Blair, Blake, Blanchard, Bliss, Bosworth, Bowen, Bowman, Boyd, Boyle, Bradford, Bradley, Brady, Brennan, Brewster, Briggs, Brown, Bryant, Burke, Burns, Burroughs, Burton, Butler, Byron.

C

Cable, Caldwell, Calhoun, Callahan, Cameron, Campbell, Canfield, Carey, Cannon, Carlson, Carpenter, Carson, Carroll, Carter, Chalmers, Chandler, Chapman, Chase, Chester, Childs, Clark, Clayton, Cleary, Clifford, Cobb, Clinton, Coddington, Cohen, Cone, Colby, Coleman, Collier, Collins, Comstock, Condon, Conklin, Conley, Connell, Connelly, Connolly, Connor, Conrad, Converse, Conway, Cook, Cooley, Cooper, Craig, Crandall, Crawford, Cromwell, Crowley, Culbertson, Cummings, Cummins, Curtis, Cutler.

D

Daly, Daniels, Davenport, Davidson, Davies, Davis, Dawson, Dayton, Dean, Decker, Dennison, Dillon, Dix, Donovan, Dougherty, Doyle, Driscoll, Duffy, Duncan, Dunne.

E

Eastman, Edwards, Egan, Elliot, Ellsworth, Enright, Evans, Everett.

F

Fairbanks, Farrell, Feldman, Ferguson, Field, Finley, Fisher, Fitzgerald, Fleming, Flynn, Foley, Ford, Foster, Fox, Francis, Franklin, Fraser, Freeman, French, Fuller.

G

Gallagher, Garfield, Gibson, Gleason, Gordon, Goldberg, Goodwin, Gould, Graham, Grant, Graves, Gray, Green, Griffiths, Gross.

H

Haggerty, Hall, Hamilton, Hancock, Hansen, Harding, Harper, Harrington, Harris, Harrison, Hartman, Harvey, Hastings, Hayes, Healy, Henderson, Herman, Higgins, Hill, Hodges, Hoffman, Holmes, Holland, Holt, Hopkins, Horton, Hudson, Hughes, Hunter, Hutchinson.

I

Irving, Irwin.

J

Jackson, Jacobs, James, Jefferson, Jennings, Johnston, Johnson, Jones.

K

Kelly, Kerr, Kennedy, Kimball, King, Klein, Knight, Knox.

L

Lacey, Lambert, Larsen, Larson, Laughlin, Lawrence, Lederer, Lee, Leonard, Lehman, Levy, Lewis, Lincoln, Lindstrom, Livingston, Livingstone, Lloyd, Logan, Long, Lowell, Lynch, Lyons.

M

Mack, MacCormac, MacDonald, MacMillan, Madison, Maguire, Mahoney, Mansfield, Martin, Mason, Maxwell, McCabe, McCann, McCarthy, McCauley, McIntosh, McGregor, McKee, Mc-

Kenzie, McLean, McLeod, Meyer, Miller, Mitchell, Moore, Morgan, Morris, Morrison, Morse, Mueller-Muller, Munro, Murdock, Murphy, Murray, Myers.

N

Nash, Nolan, Nerwood.

O

O'Brien, O'Connor, O'Donnell, Ogden, Oliver, Olson, O'Neill, Oswald, Owen.

P

Packard, Parker, Paterson, Pearson, Peters, Petersen, Peterson, Phelps, Phillips, Pierce, Porter, Potter, Powell, Powers, Pratt, Price.

Q

Quincy, Quinn.

R

Randall, Randolph, Reading, Reid, Reinhardt, Reynolds, Rhodes, Richman, Richmond, Riley, Robbins, Roberts, Robertson, Robinson, Rogers, Ross, Rudolph, Russell, Ryan, Ryerson.

S

Samuels, Sanders, Sanford, Saunders, Sawyer, Schmidt, Schneider, Schroeder, Schultz, Schwartz, Scott, Sexton, Sharp, Shaw, Shea, Sheldon, Sheridan, Sherman, Sherwood, Shoemaker, Siegel, Simons, Simon, Simpson, Sinclair, Skinner, Sloan, Smith, Snyder, Solomon, Spencer, Sprague, Stacey, Stafford, Stanford, Stanley, Stevens, Stewart, Stone, Straus, Stuart, Sullivan, Swift.

T

Taft, Taylor, Temple, Terry, Thomas, Thompson, Thornton, Turner.

U

Underwood, Ulrich, Underhill, Upton.

V

Vail, Valentine, Vance, Vanderlip, Van Dyke, Van Horn, Vaughan.

W

Waddington, Walker, Wallace, Walsh, Ward, Watson, White, Williams, Wilson, Winslow, Winter, Wolf, Wood, Woodruff, Wright.

X-Y-Z

Yates, Young, Zimmerman. (585)

The Fine Art of Doing a Little More than You Are Paid to Do

By HOMER CROY
From This Week

Copyright 1940 by the United Newspapers and Magazine Corporation

THAT'S what I think of it as being—The Fine Art of Doing a Little More Than You Are Paid to Do—and what a²⁰ really fine art it is! And how few practice it!

And how much better off most of us would be if we did practice²⁰ it. I know of no surer rule for business success, and no truer compass for the seas of *friendship*. Do a²⁰ little more than is expected! It's a key that will make almost



FOR RHYTHM DRILLS IN TYPING . . USE

The Drill-O-Type

The most flexible of all type-pacing and rhythm-marking devices

The DRILL-O-TYPE is an ingenious assembly of radio tubes and amplifiers producing a steady staccato beat at any speed from 1 to 400 beats per minute. The DRILL-O-TYPE stimulates interest in typing, gives variety to teaching procedure, and spares the teacher's nerves.

Dial controls of intensity and speed.

\$72.50 f.o.b. Salt Lake City, Utah

Manufactured by The Drill-O-Type Co., 328 L St., Salt Lake City, Utah.

any door spring open. Try it on the boss. Try⁹⁰ it on a friend. I tell you there's magic in it.

I'll give you an instance of its magic in a little town where¹⁰⁰ you would expect to find no magic at all. It was in North Platte, Nebraska, on a street named Locust Street, in a¹²⁰ family of nine children, and in the person of a boy fourteen years old. You probably know his name now, but¹⁴⁰ no one outside of the town knew it then: William M. Jeffers.

The father was earning \$55 a month,¹⁶⁰ which meant that each member of the family was living on five dollars a month. Money had to be earned, so the¹⁸⁰ boy marched forth. He went to the shops of the Union Pacific Railroad, where the boss looked him over and entrusted²⁰⁰ him with the job of sweeping out. He went to work at seven in the evening and was through promptly at seven the²²⁰ next morning, and the salary was \$15 a month, rain or shine, dust or no dust.

What do you suppose he²⁴⁰ did with the time between seven in the morning and the time to go back to his broom? He slept, of course, but during²⁶⁰ his free time he went back and helped the telegraph agent. For this the agent taught him telegraphy. The agent²⁸⁰ said he was a "right promising" boy; no other boy was willing to do more than he was paid to do.

Two years passed,³⁰⁰ then came the day when a new clerk was needed in the Maintenance-of-Way Department and the boy put his broom away³²⁰ for the last time. He followed exactly the same principle here, a little more than he was paid to do. He³⁴⁰ took on some of the work for the timekeeper. Time passed and so did the keeper, and young William M. Jeffers became³⁶⁰ timekeeper.

In his new job he had the same spirit, the same willingness to do a little more than the pay³⁸⁰ envelope called for, and he was moved up to train dispatcher; then, two years later, to chief dispatcher. Now his salary⁴⁰⁰ was \$120 a month—an improvement over the broom days.

He continued to practice the⁴²⁰ art he had hit upon. They needed a trainmaster at Green River, Wyoming. They looked around for some-one to⁴⁴⁰ fill it. . . .

So he was in Green River, Wyoming.

It was not long before they needed a trainmaster in Denver,⁴⁶⁰ and Green River lost the

young man who did a little more than he was paid to do. He got out and walked every⁴⁸⁰ mile of the main line, and many of the branches. This was considered odd, for his predecessors had studied the⁵⁰⁰ roadbed from the rear platform of their private cars. If he wanted to walk, let him walk, they said; it was his own shoe⁵²⁰ leather.

Up and up he went, and for some strange reason his salary did too.

And now—at this very moment—he⁵⁴⁰ is the president of the famous "Union Pacific." And the street in North Platte that used to be Locust is now⁵⁶⁰ Jeffers Street.

THE scene moves to Columbus, Ohio, and to a family of seven children, and to a⁵⁸⁰ policeman ringing a doorbell. When the woman came to the door, he took off his hat respectfully, lowered his voice⁶⁰⁰ and spoke slowly and haltingly, for he brought bad news. Her husband had been killed in an accident.

One of the seven⁶²⁰ was a sickly child, but there was no choice in the matter, and he had to find work to help support the family.⁶⁴⁰ He went confidently out, for he was now twelve. And that lad? Well, he was Eddie Rickenbacker. That's his name⁶⁶⁰ now, but he then signed it much more impressively; no less than Edward Vernon Rickenbacker.

He found work here and⁶⁸⁰ he found work there, but his heart was set on getting real work in one of those oddities called an automobile⁷⁰⁰ factory. There was one in Columbus, so he went there and told them how good he was and how anxious he was to⁷²⁰ work for them; and the foreman told him how anxious he was not to have him go to work for them. And the foreman won.⁷⁴⁰ Eddie came back and applied again; again the foreman had his way.

Then one morning he didn't have his way, for⁷⁶⁰ Eddie seized a broom and began to sweep with vigor. "I want to work here," he said. "I've got to work here. I'll work free⁷⁸⁰ of charge!"

And he did work free of charge. But not for long; nor at the end of a broom handle, either. He was shifted⁸⁰⁰ to the stock room. He was there when the doors opened in the morning, and they closed on his heels every evening.

One⁸²⁰ day the owner of the factory, during the noon hour, passed by a desk and at the desk sat Eddie Rickenbacker.⁸⁴⁰ The owner paused. H'm!

That was odd. When he came closer he was even more astonished, for the boy was poring⁸³⁰ over charts and figures.

"I don't recognize this as part of our plant routine," said the owner, and the boy had to⁸⁰⁰ blush, for it wasn't. It was a correspondence course in engineering; the boy was making the most of his noon⁸⁰⁰ hour.

The owner became *interested*. Must be something to the lad. He gave him a chance to advance, and from that¹⁰⁰ moment Eddie had his feet on a ladder, the rungs of which were marked: Foreman. Assistant Engineer. Trouble Man.¹⁰⁰ Branch Manager.

The owner was an amateur racing driver. He thought nothing of going twenty miles an hour.¹⁰⁰ Married man, too.

He wanted a mechanic to ride with him. The year was 1906, and it was the⁹⁰⁰ Vanderbilt Cup Race, the greatest of early auto-race classics. Headlines would scream. Names would become famous in a day.¹⁰⁰⁰ Now, who do you think rode beside the owner in that race? Correct! The ex-broom-wielder; the mechanic who did a¹⁰⁰⁰ little more than he was paid to do.

The end is not yet. He became a racing driver himself. Right good one, too.¹⁰⁰⁰ In one year he plucked off eight firsts!

Nor was it the end yet. He became General Pershing's chauffeur during the World¹⁰⁰⁰ War.

The habit of doing a little more than he was paid to do continued with him, and he became an¹⁰⁰⁰ aviator and laid twenty-six enemy ships low. He was the hero of heroes, and was given the Croix de¹¹⁰⁰ Guerre, the Cross of the Legion of Honor, the *Distinguished Service Cross* and the *Congressional Medal of Honor*.¹¹⁰⁰ It shows what a habit will bring to you.

Today? Well, he's president of an air line with 150 pilots¹¹⁰⁰ working for him. It is a lot of *responsibility* to be the president of an air line. He'd never¹¹⁰⁰ have got into the difficulty if he hadn't done a little more than he was paid to do. It ought to¹¹⁰⁰ teach him a lesson.

It pays in business, this *Fine Art of Doing a Little More Than You Are Paid to Do*; it pays¹²⁰⁰ in friendship and in almost every phase of your life. (1210)

(Only the italicized words are beyond the vocabulary of the first eight chapters of the Manual.)

Actual Business Letters

Mrs. Katharine Douglas
10 Carnegie Terrace
Pittsburgh, Pennsylvania

Dear Mrs. Douglas:

Does your car²⁰ always hold on hill stops or do you sometimes find it slipping dangerously and unexpectedly?

There is no⁴⁰ need to risk this accidental back rolling—not if your car is equipped with the Never-Roll!

This great safety device⁶⁰ is inexpensive, but is sturdily built and will give you years of service. It becomes part of the brake system⁶⁰ of your car and does not alter the appearance of your automobile in any way nor does it interfere¹⁰⁰

with the operation of the brake pedal, clutch pedal, or accelerator.

Never-Roll not only holds¹²⁰ the car on uphill stops, but it helps eliminate the possible cause of clashing of transmission gears and lessens¹⁴⁰ clutch plate wear that would be caused by slipping clutch.

It helps you get away quickly when the light turns green, for your right¹⁶⁰ foot is relieved of brake duty and is ready to step on the gas.

Let us prove to you the added safety and¹⁸⁰ convenience afforded by the installation of this device on the car you are driving. You do not need to²⁰⁰ wait until you order a new car to avail yourself of the benefits of a Never-Roll.

For safety's sake,²²⁰ let us equip your car at once.

Cordially yours, (229)

Mr. Edward Moore
1028 Commonwealth Avenue
Boston, Massachusetts

Dear Mr. Moore:

Here³⁰ is a money-saving plan now used by 185,000 careful drivers that you will be interested⁴⁰ in taking advantage of to lower the cost of the insurance on your car for 1940.⁶⁰ The booklet enclosed explains how you can qualify and describes also our convenient deferred-payment plan.⁸⁰

Our local agent will gladly arrange all details for you.

Yours truly, (93)

By Wits and Wags

A GROUP of school children were being taken through an art gallery. "With a single stroke of a brush," said the teacher,²⁰ Joshua Reynolds could change a smiling face to a frowning one."

"So can my mother," remarked a small boy. (39)

THE GENIAL professor had suffered a temporary lapse of his sweet disposition when some children made²⁰ tracks in his newly laid sidewalk. A neighbor, observing his agitation, remarked playfully:

"But I thought you⁴⁰ were a great lover of children and their gay pranks, professor."

"I am," replied the learned one. "They are delightful⁶⁰ in the abstract, but I do not care for them in the concrete." (71)

SMITH entered a big store and made his way to the gardening department. "I want three lawn-mowers," he said.

The assistant²⁰ stared hard at him. "Three, sir?" he echoed. "You must have a very big estate."

"Nothing of the kind," snapped Smith, grimly.⁴⁰ "I have two neighbors." (44)

"THE BEDOUINS," says a returned traveler, "are as arrant thieves as ever. Still silently stealing away." (19)

"ARE YOU a clock watcher?" asked the employer of the candidate for a job.

"No, I don't like inside work," replied²⁰ the applicant without heat, "I'm a whistle listener."⁽³⁰⁾

CUSTOMER: "I don't like the looks of that codfish."

Proprietor: "Well, if you want looks, why don't you buy goldfish?" (19)

Transcription Project

So You May
Get Acquainted:

The enclosed folder explains what Business Service reports will bring you and how you can²⁰ use them profitably.

Believing that you may be hesitating to subscribe without first making sure of its³⁰ value I recently offered you our service on a one month's trial basis. However, so many of our⁶⁰ clients tell us that the value of the Service increases as they use it month after month that I am now going⁸⁰ to double this offer and send the reports on trial for two full months.

I'd like, of course, to send Business Service,¹⁰⁰ reports to you entirely free. But since the cost of records, handling, and mailing over a two-months period,¹²⁰ is considerable I am obliged to ask the nominal sum of two dollars—payable after you¹⁴⁰ begin receiving your reports. Naturally I do not want to send these weekly forecasts without your permission.¹⁶⁰ The enclosed card will bring that to me. Just fill it out and return it in the enclosed post-paid envelope.¹⁸⁰

Sincerely yours, (182)

Dear Mr. Perry:

In reply to your inquiry of the twentieth, we are pleased to enclose a price list and²⁰ samples of the six stationery packages we are now featuring.

The sheets are printed in plain Gothic type⁴⁰ in the top center; the envelopes on the flap. The name and address cannot exceed four lines of thirty letters⁶⁰ each. This restriction you will understand must be applied on account of the special rate at which this imprinting⁸⁰ is quoted.

We have no commissioned agents or representatives of our products, but sell direct to the¹⁰⁰ customer at the unusually low rates named on the price list.

You will notice that you have a selection of¹²⁰ six different kinds of stock and three color choices. If any of our six styles will meet your requirements, we shall¹⁴⁰ be very glad indeed to have the opportunity of serving you.

Respectfully yours, (156)

The Porker and the Sheep

(Junior O. G. A. Test for March)

A YOUNG PORKER took up his quarters in a fold of sheep. One day the shepherd laid hold of him, when he squeaked and strove²⁰ with all

his might and main to release his body from the shepherd's hold. The sheep began to blame him for crying out⁴⁰ saying, "The shepherd often lays hold of us and we do not cry out." "Yes," replied the porker, "but our case is not⁶⁰ the same; for he catches you for the sake of your wool, and he catches me for my fry." (75)

Association of Ideas

(O. G. A. Membership Test for March)

WHY do we forget what we want to remember? Or do we? We really never forget anything, but some²⁰ folks through lack of arrangement of their knowledge have more difficulty than others in recalling it. Other people⁴⁰ arrange a mass of facts so ably that they are available and easy of recall upon demand.

Your⁶⁰ memory is a kind of storehouse of information. Through the association of ideas, you may put⁸⁰ into it such facts as you want to use and be quite certain of remembering them. If, on the other hand, you¹⁰⁰ simply fill it up with a mass of cluttered information without thought of indexing and filing it, you will¹²⁰ have the same difficulty in locating information upon demand that you would have in trying to find¹⁴⁰ a letter that was not properly filed. If you do not want to forget, impress upon your mind the need to recall¹⁶⁰ promptly such facts as you store in it with this purpose. We really never forget although we temporarily¹⁸⁰ may not be able to recall. (187)

Are There Any Questions?

(Continued from page 635)

kinds, including bibliographies for the various subjects in business education. He is also in a position to answer questions relating to any phase of the operation of the George-Deen Act as it relates to the distributive occupations. His office can provide such bulletins as *Commercial Subjects in Rural High Schools*, *Training for Leadership in Commercial Education*, *Co-operative Training in Retail Selling in the Public Secondary Schools*, and bulletins relating to guidance and rehabilitation, and can inform teachers regarding other services which his office can render. His office is maintained for our use. We should use it.

Semester Subscriptions

are still being taken. Get your orders in early and be sure of receiving ALL issues. Write for special Club Subscription Order Blank. THE GREGG WRITER, 270 Madison Avenue, New York, N. Y. Do it today!